



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

DEPARTMENT OF
PUBLIC HEALTH

Self-Study **Report**



SEPTEMBER
2023

Undergraduate Public Health Program
Master of Public Health Program
PhD in Public Health Sciences

Contents

Introduction	4
A1. Organization and Administrative Processes.....	11
A2. Multi-Partner Programs.....	16
A3. Student Engagement	17
A4. Autonomy for Schools of Public Health.....	21
A5. Degree Offerings in Schools of Public Health	22
B1. Guiding Statements	23
B2. Evaluation and Quality Improvement.....	25
B3. Graduation Rates	34
B4. Post-Graduation Outcomes	38
B5. Alumni Perceptions of Curricular Effectiveness	40
C1. Fiscal Resources	44
C2. Faculty Resources	50
C3. Staff and Other Personnel Resources.....	55
C4. Physical Resources	57
C5. Information and Technology Resources.....	59
D1. MPH & DrPH Foundational Public Health Knowledge	63
D2. MPH Foundational Competencies.....	65
D3. DrPH Foundational Competencies	77
D4. MPH & DrPH Concentration Competencies.....	78
D5. MPH Applied Practice Experiences.....	89
D6. DrPH Applied Practice Experience.....	94
D7. MPH Integrative Learning Experience	95
D8. DrPH Integrative Learning Experience	98
D9. Public Health Bachelor’s Degree Foundational Domains.....	99
D10. Public Health Bachelor’s Degree Foundational Competencies.....	105
D11. Public Health Bachelor’s Degree Cumulative and Experiential Activities	108
D12. Public Health Bachelor’s Degree Cross-Cutting Concepts and Experiences	112
D13. MPH Program Length	114
D14. DrPH Program Length.....	115
D15. Bachelor’s Degree Program Length.....	116
D16. Academic and Highly Specialized Public Health Master’s Degrees.....	118

D17. Academic Public Health Doctoral Degrees	119
D18. All Remaining Degrees.....	130
D19. Distance Education	131
E1. Faculty Alignment with Degrees Offered.....	135
E2. Integration of Faculty with Practice Experience	141
E3. Faculty Instructional Effectiveness	143
E4. Faculty Scholarship	148
E5. Faculty Extramural Service.....	154
F1. Community Involvement in Program Evaluation and Assessment.....	158
F2. Student Involvement in Community and Professional Service.....	164
F3. Delivery of Professional Development Opportunities for the Workforce.....	167
G1. Diversity and Cultural Competence.....	169
H1. Academic Advising.....	177
H2. Career Advising.....	182
H3. Student Complaint Procedures	186
H4. Student Recruitment and Admissions.....	190
H5. Publication of Educational Offerings.....	197

Introduction

1) Describe the institutional environment, which includes the following:

- a. year institution was established and its type (e.g., private, public, land-grant, etc.)

The University of Tennessee, Knoxville (UTK) is the flagship, land-grant, comprehensive research university in the University of Tennessee System (UT System). UT Knoxville is one of the nation's oldest institutions of higher education. UT Knoxville's Carnegie Classification is Research University/very high and holds the Elective Carnegie Community Engagement Classification. Established in 1794 as Blount College, it was renamed East Tennessee College (1820) and again as East Tennessee University (1840). The Civil War forced the institution to close, and its buildings were used as a hospital. The University reopened after the war and, in 1869, was chosen as Tennessee's land-grant institution, changing its name to the University of Tennessee (UT) in 1879. The medical campus in Nashville was acquired by the University in 1879 and moved to Memphis in 1911. The UT System was created in 1968, bringing various entities together under one Board of Trustees.

- b. number of schools and colleges at the institution and the number of degrees offered by the institution at each level (bachelor's, master's, doctoral and professional preparation degrees)

The University has 11 Colleges, which includes more than 360 undergraduate degree options, undergraduate degrees, 65 doctoral programs, 81 master's programs, 71 graduate certificates, 3 educational specialist programs, and 4 professional programs. The public health programs are in the Department of Public Health (DPH) under the College of Education, Health, and Human Sciences (CEHHS).

- c. number of university faculty, staff, and students

The University offers more than 300 degree programs to its 33,805 students and is authorized to award bachelor, master, professional, and doctoral degrees. According to UT Data Central, UTK employs 1,178 faculty and 3,868 staff (Human Resources Dashboard, <https://data.utk.edu/humanresources/>) and enrolled 33,805 students in fall 2022, including 27,039 undergraduates and 5,988 graduate students (UTK Fact Book, 2022-2023, <https://oira.utk.edu/reporting/fact-book/>).

- d. brief statement of distinguishing university facts and characteristics

The university is situated a short trolley ride from downtown Knoxville and less than three miles from our local public health department (Knox County Health Department), where we formalized by MOU (Memorandum of Understanding) the state's first Academic Health Department (AHD) in 2011. Campus boasts green space and nearby outdoor recreation, lakes, urban wilderness, and the Great Smoky Mountain National Park. UTK attracts students from around the world and has more than 400 student organizations. We have an 87% freshman retention rate. Ninety-three percent of students receive financial aid and scholarships. Since the creation of the state lottery that provides funds for the Tennessee Hope Scholarship, applications to UT have increased, and the quality of incoming first-year students has risen continuously during the past decade. The incoming fall 2022 freshman class had an average ACT composite score of 27.7 and average high school GPA of 4.07 (data from the Office of Institutional Research and Assessment "5 Year Trend of First-Time Freshmen By Equivalent ACT and GPA Group Fall 2018-2022", <https://oira.utk.edu/>).

- e. names of all accrediting bodies (other than CEPH) to which the institution responds. The list must include the institutional accreditor for the university as well as all specialized accreditors to which any school, college or other organizational unit at the university responds

The University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctoral degrees. UTK has been

continuously accredited by SACSCOC since 1897. In addition to SACSCOC and the Council on Education for Public Health, other accrediting agencies with a presence at UT include (<https://sacs.utk.edu/programmatic-accreditation/>):

AACSB International – The Association to Advance Collegiate Schools of Business (AACSB)
Advertising and Public Relations (ACEJMC)
Accrediting Board of Engineering and Technology (ABET)
Accreditation Council for Education in Nutrition and Dietetics (ACEND)*
Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)
American Bar Association (ABA)
American Chemical Society (ACS)
American Horticultural Therapy Association (AHTA)
American Library Association (ALA)
American Psychological Association (APA)
American Veterinary Medical Association (AVMA)
Commission on Collegiate Nursing Education (CCNE)
Council for Accreditation of Counseling and Related Educational Programs (CACREP)*
Council for the Accreditation of Educator Preparation (formerly NCATE, National Council for Accreditation of Teacher Education) (CAEP)*
Commission on Accreditation of Medical Physics Education Programs (CAMPEP)
Commission on Collegiate Nursing Education (CCNE)
Council on Interior Design Accreditation (CIDA)
Council on Accreditation of Nurse Anesthesia Educational Programs (COA)
Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)*
Council on Interior Design (CIDA)
Council on Social Work Education (CSWE)
Landscape Architectural Accreditation Board (LAAB)
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
National Architectural Accrediting Board (NAAB)
National Association of School Psychologists (NASP)
National Association of Schools of Art and Design (NASAD)
National Association of Schools of Music (NASM)
National Association of Schools of Theatre (NAST)
National Council for Accreditation of Teacher Education (NCATE)*
Society of American Foresters (SAF)

*Identifies those agencies which accredit programs in the College of Education, Health, and Human Sciences

- f. brief history and evolution of the public health program (PHP) and related organizational elements, if applicable (e.g., date founded, educational focus, other degrees offered, rationale for offering public health education in unit, etc.)

In 1969, we were the first public health degree program outside a school of public health or college of medicine in the USA to receive accreditation by the Committee on Professional Education of the American Public Health Association (APHA). The accredited MS degree in Public Health Education was housed in the UTK College of Education. By 1971, the state of Tennessee approved the academic MPH degree at UTK, which is also when our MPH Program became fully accredited. Also in 1972, an MPH concentration in health planning and administration (HPA) was approved.

In 1974, we established a third MPH concentration in occupational and environmental health and safety (OEHS). We received initial accreditation by the Council on Education for Public Health (CEPH) as a community health education program in 1982. During fall 1984, a statistics minor was offered through the MPH program affiliation with the Intercollegiate Graduate Statistics

Program. In 1987, the MPH program received accreditation in the broader category, community health/preventive medicine (CH/PM), from the Council on Education for Public Health. The UTK program became the first program in the nation outside of a school of medicine to be accredited in this category. This accreditation included all three concentrations, CHE, HPA, and OEHS.

UT offered the first MPH degree program with a community health education concentration for US Army Veterinarians in cooperation with the College of Veterinary Medicine and the College of Social Work in 1990. The MPH program was awarded an accreditation extension by CEPH in 1993. In cooperation with the Department of Nutrition, a dual degree (MS-MPH) was approved in 1997 for students in public health nutrition with the first graduate later that same year. These students could select either the CHE or HPA concentration. The occupational and environmental health and safety (OEHS) concentration had its last graduate in 1998. The concentration was discontinued due to a lack of financial resources. A gerontology concentration was developed and approved in August 1998 and graduated its first student in 1999. The veterinary public health (VPH) concentration in the MPH program was initiated in August 2004. The course offerings were a collaboration with the College of Veterinary Medicine making VPH the fifth MPH concentration approved. The veterinary public health (VPH) concentration graduated its first MPH student in 2005. The gerontology concentration was discontinued in 2006; and the final student in gerontology graduated in 2007.

The Department of Public Health was established in July 2010 as one of eight academic departments in the College of Education, Health, and Human Sciences. An epidemiology minor (12 credit hours) was initiated in August 2010. In March 2011, the Department of Public Health and the Knox County Health Department formed the UT-Knox County Academic Health Department (AHD), which was the first AHD in Tennessee! In fall 2014, the first student was enrolled in the new JD/MPH degree program, a dual degree offered with the cooperation of the University of Tennessee College of Law, that reflects the interrelationship between the legal system and the protection and promotion of the public's health. A 12-hour health policy graduate certificate was offered in August 2011. The JD/MPH degree was eliminated in 2020-2022 due to low enrollment. In cooperation with the University of Tennessee College of Veterinary Medicine, the dual Doctor of Veterinary Medicine / Master of Public Health (DVM/MPH) degree program launched in fall 2016.

The DrPH degree started in fall 2015 and a PhD in Public Health Sciences launched in fall 2020. The DrPH stopped admitting new students in fall 2018.

In 2014, an undergraduate minor in public health launched which grew to nearly 200 declared minors in 2022. Based on growing student interest and workforce demand, in fall 2022, we began offering an undergraduate major in public health (BSPH degree) with a concentration in Population Health Sciences.

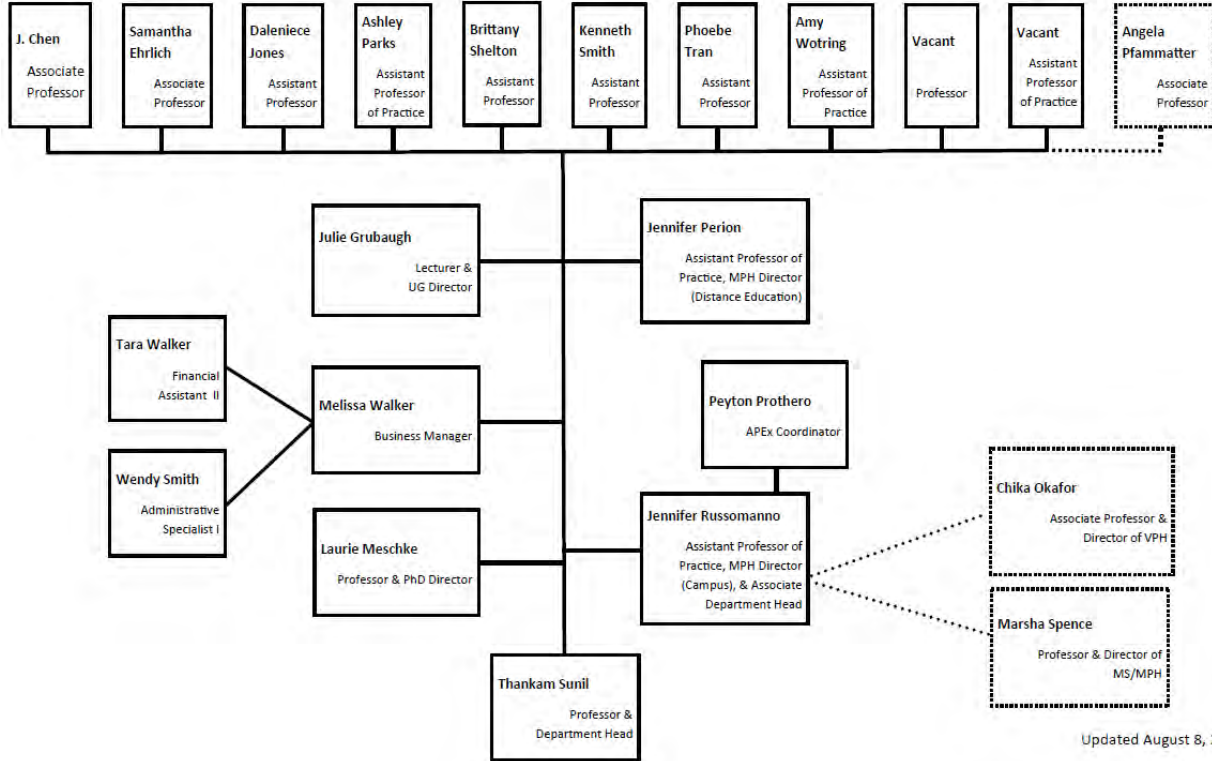
In fall 2023, two combined/accelerated programs began: 1) an undergraduate public health minor paired with any BS or BA degree / MPH and 2) a public health major / MPH degree. The combined accelerated degree is a competitive program that allows a select number of high performing undergraduates to pursue 9 graduate credits during senior year that count towards the 120 undergraduate degree and the 42-credit hour MPH degree. In fall 2023, we also launched a new MPH concentration in Nutrition and began offering the Epidemiology concentration to DE MPH students. Additional program history is listed here - <https://publichealth.utk.edu/degree-programs/mph/mp-history/>.

2) Organizational charts that clearly depict the following related to the program:

- a. the program's internal organization, including the reporting lines to the dean/director

ERF A-Introduction contains copies of organization charts (department, college, and university).

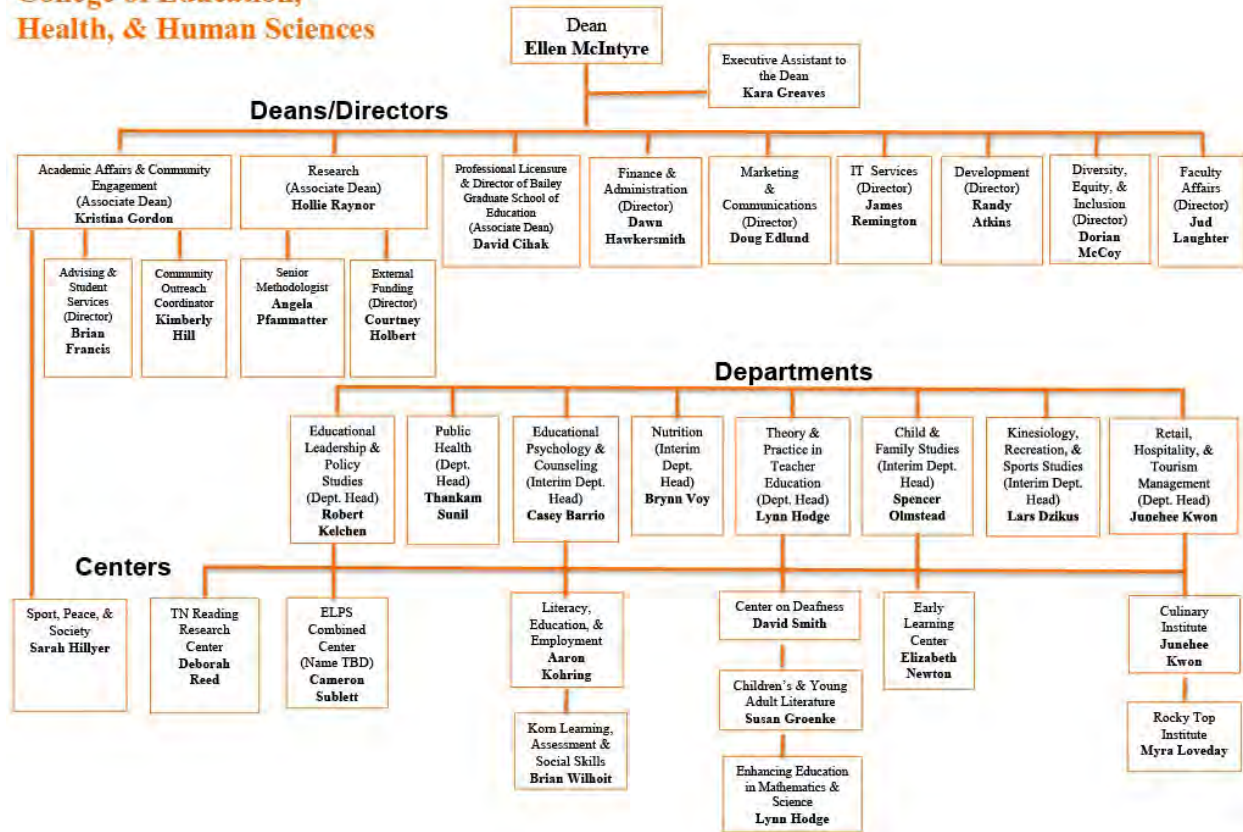
Department of Public Health Organizational Chart



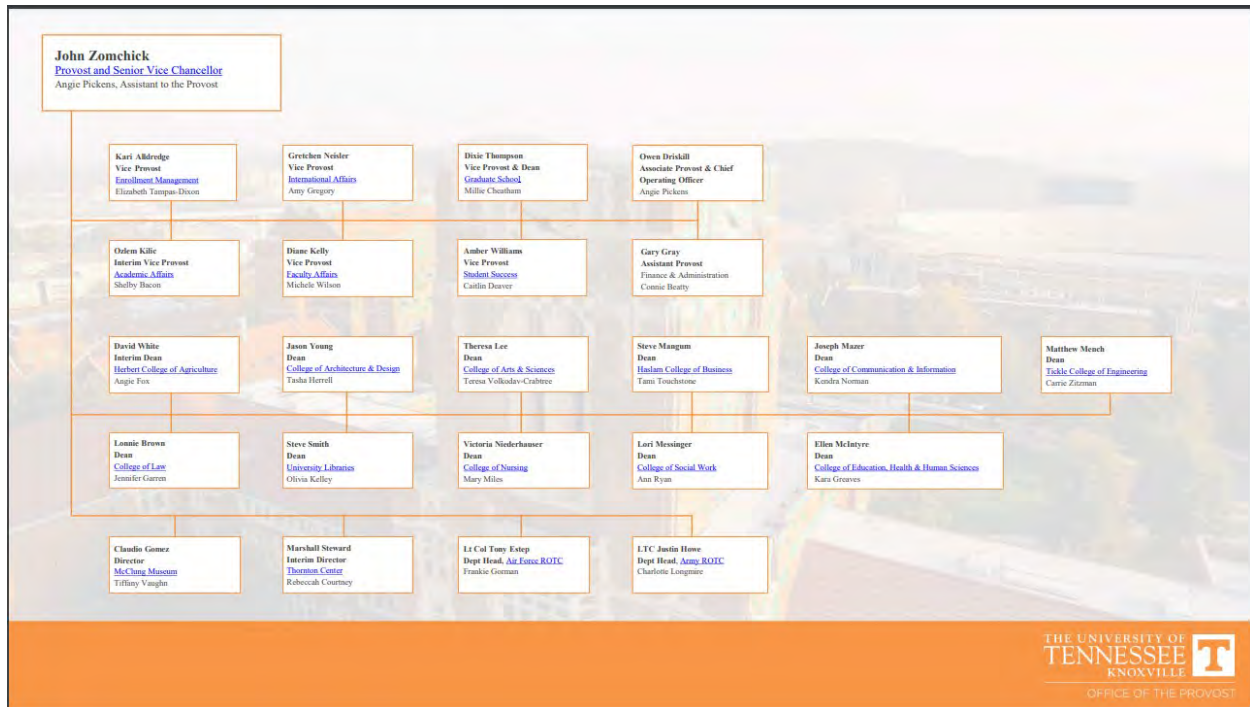
*A copy of Department, College, and University organizational charts are also provided in ERF A Introduction.

- b. the relationship between program and other academic units within the institution. Ensure that the chart depicts all other academic offerings housed in the same organizational unit as the program. Organizational charts may include committee structure organization and reporting lines

**College of Education,
Health, & Human Sciences**



- c. the lines of authority from the program's leader to the institution's chief executive officer (president, chancellor, etc.), including intermediate levels (e.g., reporting to the president through the provost)



d. for multi-partner programs (as defined in Criterion A2), organizational charts must depict all participating institutions

Not Applicable.

3) An instructional matrix presenting all of the program’s degree programs and concentrations including bachelor’s, master’s and doctoral degrees, as appropriate. Present data in the format of Template Intro-1.

The matrix must

- show undergraduate and graduate degrees
- distinguish between professional and academic degrees for all graduate public health degrees offered
- identify whether public health degrees/concentrations are offered in campus-based, distance learning, or both formats
- SPH only: distinguish public health degrees from other degrees
- Non-degree programs, such as certificates or continuing education, should not be included in the matrix.

Template Intro-1

Instructional Matrix - Degrees and Concentrations			
		Campus based	Distance based
Bachelor's Degrees			
Population Health Sciences*	BSPH	BSPH	
Master's Degrees			
	Academic	Professional	
Community Health Education		MPH	MPH
Epidemiology		MPH	MPH*

Health Policy and Management			MPH	MPH	MPH
Nutrition**			MPH	MPH	
Veterinary Public Health			MPH	MPH	MPH
Doctoral Degrees		Academic	Professional		
Public Health Sciences		PhD		PhD	
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		Academic	Professional		
2nd Degree Area	Public Health Concentration				
4+1 accelerated	BSPH in Population Health Sciences; any MPH concentration**		BSPH-MPH	BSPH, MPH	MPH
4+1 accelerated	Any BS or BA + public health minor; any MPH concentration**		BS or BA-MPH	BS or BA, MPH	MPH
DVM	DVM-MPH Veterinary Public Health concentration		DVM-MPH	DVM, MPH	
MS Nutrition	Community Health Education or Health Policy and Management	MS	MPH	MS, MPH	

*Started academic year 2022-23.
**Started academic year 2023-24.

4) Enrollment data for all of the program’s degree programs, including bachelor’s, master’s and doctoral degrees, in the format of Template Intro-2.

Template Intro-2

Degree		Current Enrollment, Fall 2023
Master's		135
	MPH Community Health Education	62
	MPH Epidemiology	21
	MPH Health Policy and Management	35
	MPH Nutrition	0
	MPH Veterinary Public Health	17
Doctoral		
	PhD in Population Health	20
Bachelor's		
	BSPH Population Health Sciences	62

A1. Organization and Administrative Processes

The program demonstrates effective administrative processes that are sufficient to affirm its ability to fulfill its mission and goals and to conform to the conditions for accreditation.

The program establishes appropriate decision-making structures for all significant functions and designates appropriate committees or individuals for decision making and implementation.

The program ensures that faculty (including full-time and part-time faculty) regularly interact with their colleagues and are engaged in ways that benefit the instructional program (e.g., participating in instructional workshops, engaging in program specific curriculum development and oversight).

- 1) List the program's standing and significant ad hoc committees. For each, indicate the formula for membership (e.g., two appointed faculty members from each concentration) and list the current members.

As per DPH (Department of Public Health) bylaws, there are seven standing committees of the faculty: The MPH Academic Program Committee (MPH/APC), the Doctoral Program Committee (DPC), the Departmental Human Subjects Review Committee (DHSRC), the Department Promotion and Tenure Committee (DPTC), the Departmental Technology Committee, the Undergraduate Public Health (UG PH) Program Committee and the Equity and Diversity Committee. The department head appoints chairpersons for these committees except the DPTC, which selects its own chair from the membership.

The **MPH/APC** serves as the governance committee for the MPH program. It is one of the standing committees of DPH, described in the DPH bylaws. Details on the objectives, composition, and functions of the committee are described in Appendix B of the bylaws (ERF A1.3). This program-specific committee is chaired by the MPH program director. The MPH concentrations of study are community health education, epidemiology, health policy and management, nutrition, and veterinary public health. Early each fall, a schedule of committee meetings is established for the academic year. All meetings of the committee are open, so other students, faculty members, and interested parties may attend and share in the discussion.

The objectives of the MPH/APC are to:

- provide identity and direction for the Master of Public Health program;
- foster creative goal-setting and problem-solving related to the MPH program;
- secure student involvement in academic policy development and program governance;
- facilitate broad-based participation and deliberation;
- enhance recruitment of academically superior students; and
- maintain program accreditation.

The **Doctoral Program Committee (DPC)** (PhD program-specific) is composed of faculty members who have been approved to direct doctoral dissertations and is charged with overseeing all matters, including academic, as they pertain to the doctoral degree in Public Health Science.

Membership: L Meschke (Director and Chair), K Smith, S Ehrlich

The **Human Subjects Review Committee** (department-wide) is charged with reviewing all faculty and student research proposals involving human subjects to ensure that these proposals adequately address the necessary compliance procedures as outlined by the Office of Research. The committee serves the MPH program by assuring timely review of proposals and providing support and guidance for compliance. As a small department, the DPH is allowed to have a single person serve as the review committee. As such, there are no minutes.

Membership: J Chen (Chair)

The **Department Promotion and Tenure Committee (DPTC)** (department-wide) reviews dossiers prepared by tenure-track faculty members and makes written recommendations to the department head

regarding annual retention of probationary faculty members and the awarding of tenure and promotion to a higher rank. The committee reports summarize the meeting deliberations, the strengths and weaknesses of the candidate, and a recorded vote. A draft report is circulated and approved by all members of the DPTC committee, with the finalized, confidential report submitted to the department head.

Membership: J Chen (Chair) and all tenured faculty

The **Technology Committee** (department-wide) handles website review, revisions, and management, assessment and prioritization of departmental technology-related needs, and liaison with the College Technology Committee. It operates on an informal, as-needed basis.

Membership: J Grubaugh (Chair), W Smith, Student (appointed 1-year term).

Undergraduate Public Health (UG PH) Program Committee: The function of this committee is to oversee all matters, including academic (i.e., curriculum, degree requirements), as they pertain to the 11 Department of Public Health By-Laws 11/2/2022 undergraduate program

Membership: J Grubaugh (Chair), J Chen, A Parks, and B Shelton

Students (1 year term): Samuel Ellis, PUBH major; and Yaswanth Singamaneni, PUBH minor.

Departmental Equity and Diversity Committee: The functions of this committee include a) oversight of the implementation and evaluation of the department's Equity and Diversity Plan; b) updating and revising the plan as needed; c) advising the Department Head otherwise on matters related to Equity and Diversity.

Membership: LL Meschke (Chair), Jordan Shipley (Co-chair, Student), P. Prothero, M Walker, and Students (full membership listed here <https://publichealth.utk.edu/diversity/>)

Other committees are appointed as needs arise on an ad hoc basis. These include: faculty search committees, graduate assistantship review committee, peer review committee, and the Accreditation Self-study Review Committee.

Also, the full faculty body meets at least monthly after a faculty retreat in August preceding the new academic year's start. Faculty meeting minutes are provided for review (ERF A1.1 Meeting Minutes).

- 2) Briefly describe which committee(s) or other responsible parties make decisions on each of the following areas and how the decisions are made:
 - a. degree requirements

The program directors (MPH, and PhD) serve as co-directors of public health graduate studies and program liaison to the UT (University of Tennessee) Graduate School, which is responsible for checking the requirements for awarding degrees on behalf of the University. The Graduate School conducts two workshops each academic year to keep directors apprised of procedural and policy changes.

The Office of the Provost oversees undergraduate degree requirements (<https://provost.utk.edu/academic-affairs/>). The Provost's Division of Academic Affairs Interim Vice Provost, Ozlem Kilic, oversees degree requirement decision making in concert with the Undergraduate Council's Academic Policy, Curriculum, and General Education committees, with the university's Classroom Upgrade Committee, and with the University Calendar Committee. The UG PH program committee facilitates public health degree requirement decisions in compliance with the university policies and procedures.

- b. curriculum design

The development of academic standards and curriculum undergoes a multi-level process of planning and review. Internal to the department, proposed changes typically move from a sub-committee of faculty

members to the relevant degree program committee (i.e., UGPH, MPH/APC, or PhD/APC and ultimately to the DPH faculty. This process is exemplified in relation to curriculum development.

The DPH faculty plays a pivotal role in the development of curriculum – both specific courses and ensuring it addresses the foundation and concentration competencies and that optimal sequencing occurs. Faculty members strategize to ensure that all competencies are addressed by the foundation classes, and that specific competencies are emphasized by various courses. Scheduling of courses and the prerequisites are also scrutinized and adjusted to ensure optimal sequencing of courses. The UGPH, MPH/APC, and doctoral committee are responsible for on-going evaluation and development of the curriculum, academic standards and policies, setting guidelines for specialized study opportunities, and for preparing self-study and other program review reports. Following UGPH, MPH/APC and doctoral committee review and DPH faculty support, the approved curricular changes are then submitted to the Undergraduate or Graduate Curriculum Review Committee (CRC) first at the College level and then at the University level Undergraduate Council (<https://ugcouncil.utk.edu/>), Graduate Council (<https://gradschool.utk.edu/faculty-staff/graduate-council/>) for the final review prior to inclusion in the University of Tennessee course catalog.

c. student assessment policies and processes

Student assessment policies and processes are established with each degree program committee. Decisions are made based on compliance with university, college, and department policies and procedures.

d. admissions policies and/or decisions

The Graduate School sets minimum standards for admission and finalizes admission to the University. Program admission policies are determined by the program committees (MPH-APC and doctoral). Faculty members serve as the admissions review committee for the graduate programs (MPH and PhD). The program director conducts the final review of all applications and provides the final decision. Application materials are routed electronically through the University's SLATE system.

Undergraduate admissions policies and decisions are made by the university admissions office, <https://admissions.utk.edu/>.

e. faculty recruitment and promotion

An ad hoc search committee chaired by a faculty member handles faculty recruitment and selection. Established by the department head for each search, the committee is comprised of faculty representatives and at least one student representative. To the extent possible, each committee includes degree/concentration-specific faculty membership, at least one faculty member from a related department, a student, and a practitioner. Specific guidance is provided by the Office of the Provost (<https://provost.utk.edu/faculty-search-process/>)

The Provost's office establishes promotion and tenure guidelines for tenure and non-tenured faculty (https://provost.utk.edu/appr_tenure_promotion/). Faculty retention, promotion, and tenure recommendations are shared responsibilities of the tenured faculty members and the department head. Each tenure-track faculty member has a designated faculty mentor, offering guidance and support. A promotion and tenure committee (DPTC) of tenured faculty reviews materials of tenure-track faculty members for retention annually and reviews dossiers for those seeking tenure and promotion.

f. research and service activities

The department head conducts annual faculty evaluations based on faculty-submitted activity reports related to research and service activities using an online system. The department head's evaluation report includes narrative comments and ratings of research/scholarship/creative activity, teaching,

service, and overall performance. The department head finalizes assessment of faculty performance by assigning a rating of far exceeds expectations, exceeds expectations, meets expectations, falls short of meeting expectations, or falls far short of meeting expectations. Tenure-track faculty members undergo an enhanced performance review at the beginning of their fourth year, when their accomplishments over the first three years are reviewed. (ERF Criterion A2. Faculty Handbook or at <https://facultyhandbook.utk.edu>)

- 3) A copy of the bylaws or other policy documents that determine the rights and obligations of administrators, faculty, and students in governance of the program.

Several documents specify the rights and obligations of administrators, faculty, and students in the governance of the academic program available for review in ERF Criterion A2 or online. These include:

- Faculty Handbook <https://facultyhandbook.utk.edu/wp-content/uploads/sites/82/2020/12/Faculty-Handbook-2021-Final-2021-01-01.pdf>
- DPH Graduate Student Handbook http://publichealth.utk.edu/wp-content/uploads/sites/20/2019/09/Graduate_Handbook_2022.pdf
- DPH bylaws http://publichealth.utk.edu/wp-content/uploads/sites/20/2015/10/doc_PHSAbylaws.pdf
- CEHHS bylaws <https://cehhs.utk.edu/wp-content/uploads/sites/15/2022/04/CEHHS-By-Laws-Revised-19April22.pdf>
- Graduate Council Appeal Procedures <https://gradschool.utk.edu/graduate-council/appeals-committee/the-university-of-tennessee-graduate-council-appeal-procedure/>
- Hilltopics, Student Handbook <https://hilltopics.utk.edu>
- Graduate Catalog <https://catalog.utk.edu/index.php?catoid=35>
- Undergraduate Catalog <https://catalog.utk.edu/index.php>

- 4) Briefly describe how faculty contribute to decision-making activities in the broader institutional setting, including a sample of faculty memberships and/or leadership positions on committees external to the unit of accreditation.

Faculty members in the department have several opportunities to engage in various decision-making activities at the College and at the University levels. Some of these opportunities might be on an ad hoc basis, but several other opportunities where faculty serve for multiple years, as voting members of different committees where faculty have direct input in establishing policy, requirements and/or other changes for the University. These are summarized in Table A1.4 below.

Committee	Level	Position	Name	Years
IRB	College	Chair	Jiangang Chen	2023-present
Equity, Inclusion and Justice Institute	College	Member	Jennifer Jabson Tree*	2021-2023
UG Curriculum Review Committee	College	Member	Jiangang Chen	2023-present
Graduate Curriculum Review Committee	College	Member	Jennifer Russomanno	2022-present
Workload Equity Committee (ad hoc)	College	Member	Jennifer Perion Samantha Ehrlich	2021-present
Food Security Community of Scholars	College	Member	Jennifer Russomanno	2021-2022

Graduate Assistantship Task Force (ad hoc)	College	Member	Samantha Ehrlich	2022-present
Awards Committee	College	Member	Samantha Ehrlich	2022-present
Committee on Disease Detectives	University	Member	Samantha Ehrlich	2022-present
Graduate Curriculum Review Committee	University	Chair	Laurie Meschke	2021-present
Reimagining Committee (ad hoc)	College	Member	Laurie Meschke	2023
Academic Restructuring Committee (ad hoc)	University	Member	Thankam Sunil	2021-2022

*Jennifer Jabson Tree left the university on July 31, 2023.

- 5) Describe how full-time and part-time faculty regularly interact with their colleagues (self-study document) and provide documentation of recent interactions, which may include minutes, attendee lists, etc.

Weekly, program directors meet with each other and the department head to address program needs. Full-time faculty regularly interact with each other during biweekly faculty meetings held in –person and zoom (hybrid). Program directors have regular interaction with part-time instructors regarding syllabus, course content, student issues, and scheduling. Degree program committees periodically invite specific faculty (full-time and part-time) to participate in committee monitoring and evaluation of course content and instruction.

- 6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- DPH faculty meetings occur twice per month (compared to only once per month for other departments), which creates more frequent opportunities for faculty interaction regarding organization and administration.
- Program directors meet biweekly with the department head.
- The faculty in the DPH participate in decision making process at the department, college and at the university levels.
- Students have multiple opportunities to be fully engaged in program governance through voting membership on departmental, college, and university level committees.

Weakness

- None noted

Plans

- Provide more resources such, course buyouts for junior faculty who are engaging various committees at the department, college, and university levels.
- Add program directors meeting as an official DPH committee.

A2. Multi-Partner Programs (applicable ONLY if functioning as a “collaborative unit” as defined in CEPH procedures)

Not applicable

A3. Student Engagement

Students have formal methods to participate in policy making and decision making within the program, and the program engages students as members on decision-making bodies whenever appropriate.

- 1) Describe student participation in policy making and decision making at the program level, including identification of all student members of program committees over the last three years, and student organizations involved in program governance.

Students participate in policy making and decision making for the MPH and the PhD through membership on departmental committees. The Department of Public Health has seven standing committees described in the DPH by-laws. Details on the objectives, composition, and functions of the committee are described in Section 3.3 of the by-laws (Resource File A3.1 DPH Bylaws) http://publichealth.utk.edu/wp-content/uploads/sites/20/2015/10/doc_PHSAbylaws.pdf. Five of the seven committees include student representatives. Only committees (3) with student representatives are described. The Technology committee has scaled down and does not have student representatives currently. The Undergraduate Public Health Committee does not have student representatives as the degree program started this academic year (2022-2023). Starting in 2023-2024, students will be recruited to serve on the committee. The following presents each committee, student membership and their associated role in decision making. The Public Health Student Association is also discussed.

MPH Academic Program Committee (MPH-APC)

Consistent with department bylaws, the MPH Academic Program Committee (MPH/APC) serves as the governance committee for the MPH Program. This program-specific committee is chaired by the MPH program director. The committee's composition includes faculty and student representatives for each concentration, the director of the Public Health Nutrition Program, the DVM-MPH representative and the field practice coordinator (See Table A.3.1). The MPH concentrations of study are community health education, health policy and management, epidemiology, and veterinary public health. Student representatives are recruited through the Public Health Student Association and the MPH listserv. Starting in fall 2022, representatives from the Distance education (DE) option of the MPH were added to the permanent membership per a change in the by-laws. Early each fall, a schedule of committee meetings is established for the academic year. All meetings of the committee are open, so other students, faculty members, and interested parties may attend and share in the discussion. Meetings are via ZOOM to assure access. Proposed changes to the MPH Program are presented as action items and voted on by the membership. Approved items are then presented to full DPH faculty for approval. Recent action items include elimination of the GRE for admission, addition of a concentration in Nutrition, and elimination of the JD-MPH degree.

The objectives of the MPH/APC are to:

- provide identity and direction for the Master of Public Health program;
- foster creative goal-setting and problem-solving related to the MPH program;
- secure student involvement in academic policy development and program governance;
- facilitate broad-based participation and deliberation;
- enhance recruitment of academically-superior students, and
- maintain program accreditation.

Table A.3.1 MPH-APC Student Membership, 2020-2021, 2021-2022, 2022-2023

MPH/- APC Membership	2020-2021	2021-2022	2022-2023
CHE	Peyton Prothero	Peyton Prothero	Sandra Wairimu
CHE alt	Vacant	Vacant	Vacant
CHE (DE)	NA	NA	Sandra Cridlin
EPI	Gulsah Onar	Gulsah Onar	Priscilla Pineda

EPI alt.	Vacant	Vacant	Sara Lyon
HPM	Kenneth Mapp	Kenneth Mapp	Rachel Clement
HPM alt.	Emily Wells	Vacant	Vacant
HPM (DE)	NA	NA	Janelle Alexander
VPH	Robert Stilz	Robert Stilz	Katherine Deal
VPH alt.	Chelsey Alvina	Chelsey Alvina	Vacant
VPH (DE)	NA	NA	Jena West

Doctoral Program Committee

The function of this committee is to oversee all matters, including academic (i.e., curriculum, degree requirements), as they pertain to the doctoral degree. The Committee was reinvigorated with a new director of the PhD Program, Dr. Jennifer Jabson Tree (2021-2023) and Dr. Laurie Meschke (2023-present). The previous two years were years of change and curriculum development and few students. Students help provide insight in reviewing policies and procedures, they provide their impressions for annual committee priorities and goals, and they assist in other committee related matters. When specific student issues arise that require confidentiality, they are not included. Student membership on the doctoral Program committee is presented in Table A.3.2

Table A.3.2 Doctoral Program Committee Student Membership, 2020-2021, 2021-2022, 2022-2023

2020-2021	2021-2022	2022-2023
NA	NA	Will Martinez
NA	NA	Katherine Buchman

Diversity, Equity, and Inclusion Committee formerly Departmental Equity and Diversity Committee
Diversity, equity, and inclusion are core principles of Public Health and its practice, and so are central to the Department of Public Health at the University of Tennessee, Knoxville. The mission of the Department of Public Health’s Diversity, Equity, and Inclusion Committee is to advance, promote, and support structural, intra-, and inter- personal activities, and policies that enhance and strengthen diversity, equity, and inclusion for the department. The Committee strives to support the department in doing whatever work is necessary to ensure that all students, faculty, and staff feel included, welcomed, and have equitable/fair opportunities. Students play a key role in determining and presenting learning, social and other activities. The DEI committee regularly presents two sessions per semester in the Graduate Seminar in Public Health (PUBH 509) course. The students serve as moderators, facilitators or presenters depending on the focus of the session. The topics are determined by the students in concert with the faculty advisor Dr. Laurie L. Meschke and other members. The students also assist with the administration of the climate Survey. Student members for the past three years is presented in Table A.3.3

This committee engages in activities that:

- cultivate and nurture a departmental environment that enables students, faculty, and staff to feel empowered, valued, respected, and safe.
- promote ideas and events to further the spirit of inclusion, diversity, and equity.
- advocate for policies and practices to recruit, support, and retain students, faculty, and staff with diverse experiences and attributes.

Table A.3.3 DEI Student Membership, 2020-21, 2021-22, 2022-23

2020-2021	2021-2022	2022-2023
Sara Keel	Kenny Mapp	Channie Cretsinger

Samira Tamimi	Egla Lopez	Sara Lyon
Sierra Turner	Will Martinez	Priscilla Pineda
Isis West	Priscilla Pineda	
	Sandra Wairimu	

Public Health Student Association

The Public Health Student Association (PHSA) is a voluntary student organization for students enrolled in public health programs at the University of Tennessee. The PHSA allows public health students, both new and seasoned, to develop leadership skills, enjoy time together, and develop health-promoting initiatives for the university community and beyond.

- PHSA activities include planning and leading the new student orientation each fall semester, participating in campus wellness events, and engaging in other service-learning activities that promote health.
- Public health students are elected each year for the positions of president, vice president, secretary, and treasurer.

Some PHSA membership contributions include recruiting students for membership on other committees and building community. The PHSA plans and co-hosts a new student orientation each August. The PHSA also organizes review sessions for the MPH Comprehensive exam in coordination with the faculty advisor and course faculty. The organization is utilized as one of the mechanisms for communicating with students. Specific to governance, the membership may be asked to provide an opinion or perspective on the current and future efforts of the program(s).

Table A.3.4. Public Health Student Association, Officers, and Total Membership, 2020-2021, 2021-2022, 2022-2023

Role	2020*	2021-2022	2022-2023
Faculty Advisor	Dr. Kathleen Brown	Dr. Kathleen Brown	Drs. Kathleen Brown and Jiangang Chen
President	Ahmad Mitoubasi	Egla Lopez	Catherine Warner/ Will Martinez
Vice-President	Zhannae Cummings	Jeremy Kourvelas	Will Martinez
Secretary	Kayla Simon	Bethany Rand	Meredith Horton
Treasurer	Samira Tamimi	Parth Goenka	Bonnie Valerio
Philanthropy Chair	Sierra Turner	Isis West	Eritrea Negussie
Undergraduate Student Representative	NA	Eritrea Negussie	Elsa Hendrick

*The term for officers and the functional year changed from calendar year to academic year in 2020.

- 2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The committees continued to function despite a more virtual environment than face-to-face due to Covid-19.
- Interest by students to participate in governance.
- Active engagement around DEI
- Commitment from faculty to engage with students.

Weaknesses

- The assessment years include the impact of Covid-19. Operating virtually presented challenges for robust student engagement.
- No student representation on the Doctoral Committee for two assessment years – attributed to the revisions, low enrollment and change in leadership.
- No student representative on the Technology Committee.
- Time constraints keeping membership in the PHSA low.

Plans

- Assure student representation at all levels on DEI Committee i.e., add UG representation.
- Evolve Undergraduate Public Health Committee to include student representatives, starting in 2023-2024
- Add student representation on the Technology committee, particularly given plans to update the website to be more focused on prospective students.

A4. Autonomy for Schools of Public Health

Not applicable.

A5. Degree Offerings in Schools of Public Health

Not applicable.

B1. Guiding Statements

The program defines a *vision* that describes how the community/world will be different if the program achieves its aims.

The program defines a *mission statement* that identifies what the program will accomplish operationally in its instructional, community engagement and scholarly activities. The mission may also define the program's setting or community and priority population(s).

The program defines *goals* that describe strategies to accomplish the defined mission.

The program defines a statement of *values* that informs stakeholders about its core principles, beliefs, and priorities.

- 1) The program's vision, mission, goals, and values.

Vision Statement: The Department of Public Health will be nationally recognized for academic excellence, the expertise and talents of its faculty, and its dedication to preparing students for practical and academic careers in public health. Our alumni and students will improve the health of communities through outreach, support, and research, reducing health disparities and positively influencing health policy and resource development.

Mission Statement: The University of Tennessee's Department of Public Health prepares and mentors its students for exceptional careers in academia, public health research, administration, and practice, which promote optimal health of individuals and communities.

Goals:

The goal statements listed below reflect major functions of the department and assist in the attainment of the mission and movement toward the vision. The goal statements are linked to instruction, research, and service.

1. Instructional Goal: Preparation of future professionals competent in public health core content and methodological approaches.
2. Research Goal: Public health faculty and students engaged in research projects that address health concerns, contribute to community health improvement, and add to the knowledge base.
3. Service Goal: Public health faculty and students engaged in community, government, and professional service to benefit populations at the local, state, and national levels.

Values:

- Humans have a right to the resources necessary for health.
- Humans are inherently social and interdependent.
- The effectiveness of institutions depends heavily on the public's trust.
- Collaboration is a key element to public health.
- People and their physical environment are interdependent.
- Each person in a community should have an opportunity to contribute to public discourse.

Guiding Principles:

- We are committed to providing an academically challenging, state-of-the-art education that bridges and integrates community health with epidemiology, health behavior and health education, health planning, administration, and environmental sciences.
- We seek to understand the common interests of societies and to promote social justice through focused efforts on equity and fairness.

- We engage in outreach, service, and research that directly benefit the communities we serve.
 - We respect and strongly believe in ethnic and cultural diversity.
 - We foster interdisciplinary collaboration across departments within the university and with other health-promoting institutions worldwide.
- 2) If applicable, a program-specific strategic plan or other comparable document.

See ERF Criterion B1.2 DPH Strategic Plan

- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The DPH strives to maintain student participation in formulating statements of mission, vision, values, goals, and objectives, which provide a guiding context for all faculty, students, staff, and administrators.
- The program's mission, vision, and values are highly compatible with that of its academic department.
- Program values are discussed in both informal and formal settings. In these discussions, students are encouraged to develop a deeper commitment to public service.
- Consistent with program values, faculty interactions with students are based on respect, honesty, and fairness.
- Faculty recognizes the inherent responsibility of mentoring students toward ethical public health practice and acceptable personal behaviors.

Weaknesses

- Due to the challenges associated with the pandemic, the department was unable to revise the strategic plans and goals.
- Pandemic-related disruption has also contributed to the lack of engagement of professionals external to the University in developing the goals and objectives for future years.

Plans

- Develop new five-year objectives for 2028
- Revise department's strategic plan in 2024

B2. Evaluation and Quality Improvement

The program defines and consistently implements an evaluation plan that fulfills the following functions:

- includes all measures listed in Appendix 1 in these Accreditation Criteria
 - provides information that allows the program to determine its effectiveness in advancing its mission and goals (as defined in Criterion B1)
 - Measures must capture all aspects of the unit’s mission and goals. In most cases, this will require supplementing the measures captured in Appendix 1 with additional measures that address the unit’s unique context.
 - defines a process to engage in regular, substantive review of evaluation findings, as well as strategic discussions about their implications
 - allows the program to make data-driven quality improvements e.g., in curriculum, student services, advising, faculty functions, research and extramural service, and operations, as appropriate
- 1) Present an evaluation plan in the format of Template B2-1 that lists the following for each required element in Appendix 1:
- a. the specific data source(s) for each listed element (e.g., alumni survey, student database)
 - b. a brief summary of the method of compiling or extracting information from the data source
 - c. the entity or entities (generally a committee or group) responsible for reviewing and discussing each element and recommending needed improvements, when applicable
 - d. the timeline for review (e.g., monthly, at each semester’s end, annually in September)

Template B2-1

Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Does it measure Goal 1?	Does it measure Goal 2?	Does it measure Goal 3?
<i>Student enrollment</i>	<i>Intro-2</i>	Registrar’s official report every semester	Program directors and Department Head			
Student scores on comprehensive exam	<i>B2-1</i>	<i>SACSCOC annual report in September</i>	<i>MPH concentration faculty; PhD Program Director, PhD Primary Advisor, PhD Committee</i>	<i>X (MPH and PhD Programs)</i>	<i>X (PhD Program)</i>	
Student-led conference presentations and publications	<i>B2-1</i>	<i>PhD student annual assessment in January; MPH Exit Survey; BSPH Exit Survey (planned May 2024)</i>	<i>PhD, MPH, BSPH program directors</i>	<i>X (BSPH, MPH, PhD)</i>	<i>X (PhD, MPH, BSPH)</i>	
End of program student survey assessing competencies	<i>B2-1</i>	<i>SACSCOC annual report in September (self-assessed competencies)</i>	<i>PhD, MPH, BSPH program directors</i>	<i>X (BSPH, MPH, PhD)</i>		
Applied Practice Experience (APEX)	<i>B2-1</i>	<i>APEX final report & oral presentation</i>	<i>MPH APEX coordinator &</i>	<i>X (MPH)</i>	<i>X (MPH)</i>	<i>X (MPH)</i>

			<i>MPH program director</i>			
Faculty service	B2-1	<i>Elements database; annually October.</i>	<i>Department head (annual reviews)</i>			X
BSPH practice experience	B2-1	<i>PUBH 489 course grade & Preceptor evaluation; each semester</i>	<i>BSPH program director and UG PH committee</i>	X (BSPH)	X (BSPH)	X (BSPH)
<i>At least three specific examples of improvements undertaken in the last three years based on the evaluation plan. At least one of the changes must relate to an area other than the curriculum</i>	B2-2					
<i>Graduation rates</i>	B3-1	<i>UT Data Central; annually in January</i>	<i>Department Head and program directors</i>	X		
<i>Doctoral student progression (e.g., # newly admitted, # completed coursework)</i>	B3-2	<i>Annual PhD Student Assessment in January</i>	<i>Doctoral Committee; Faculty Members</i>	X		
<i>Post-graduation outcomes (e.g., employment, enrollment in further education)</i>	B4-1	<i>MPH Exit Survey</i>	<i>Program Directors and associated committees</i>	X	X	
<i>Actionable data (quantitative and/or qualitative) from recent alumni on their self-assessed preparation for post-graduation destinations</i>	B5	<i>Alumni Survey, every 2-3 years</i>	<i>Department Head and Program Directors and associated committees (e.g., MPH-APC)</i>	X		
<i>Budget table</i>	C1-1	<i>CEHHS Budget Director's Office; Annual August</i>	<i>Department Head, Budget Director, Dean</i>	X	X	X
<i>Student perceptions of faculty availability</i>	C2	<i>Annual student Satisfaction Survey (April)</i>	<i>Department Head and Program directors</i>	X	X	X
<i>Student perceptions of class size & relationship to learning</i>	C2	<i>Annual student Satisfaction Survey (April)</i>	<i>Department Head and Program directors</i>	X		
<i>List of all faculty, which concentrations they support & their FTE allocation to the unit as a whole</i>	C2-1, E1-1, E1-2	<i>CVs; Annually</i>	<i>Department Head and Program directors</i>	X	X	X
<i>Ratios for student academic advising (all degree levels)</i>	C2-2	<i>Banner Faculty Advising report (BSPH), Dept. list of MPH Advisees; twice</i>	<i>Department Head and Program directors;</i>			

		<i>annually by semester fall and spring</i>	<i>CEHHS Advising Center (BSPH only)</i>			
<i>Ratios for supervision of MPH ILE</i>	<i>C2-2</i>	<i>- Faculty list by concentration (2 faculty per student)</i>	<i>MPH Program Director</i>	X		
<i>Ratios for supervision of bachelor's cumulative/experiential activity</i>	<i>C2-2</i>	<i>Course enrollment</i>	<i>BSPH Program Director and UG PH Committee</i>	X		X
<i>Ratios for PhD dissertation advising</i>	<i>C2-2</i>	<i>Graduate Handbook 2023-24; (4:1; dissertation committee); annually January Review</i>	<i>Primary advisor; PhD student; PhD program director</i>			
<i>Count, FTE (if applicable), and type/categories of staff resources</i>	<i>C3-1</i>	<i>Faculty and Staff input; Biweekly meetings</i>	<i>Department Head;</i>	X	X	
<i>Faculty participation in activities/resources designed to improve instructional effectiveness (maintain ongoing list of exemplars)</i>	<i>E3</i>	<i>Department bylaws; Faculty evaluation handbook;</i>	<i>Department Head; Peer evaluations; APPR</i>	X		
<i>Faculty maintenance of relevant professional credentials or certifications that require continuing education</i>	<i>E3</i>	<i>Annual Performance and Planning Review (APPR) January-NTT faculty and October-TT faculty</i>	<i>Department Head</i>	X		
<i>Student satisfaction with instructional quality</i>	<i>E3</i>	<i>(TN Voice Student semester evaluations); APPR; end of every semester; annually</i>	<i>Department Head</i>	X		
<i>Peer evaluation of teaching</i>	<i>E3</i>	<i>APPR (as collected for pre-tenure review, tenure review and review for promotion), NTT promotion</i>	<i>Department Head; Peer Observers</i>	X		
<i>Teaching assistants trained in pedagogical techniques</i>	<i>E3</i>	<i>Annual Student Evaluation Discussion</i>	<i>Teaching Assistant assigned faculty supervisor.</i>	X		
<i>Faculty research/scholarly activities with connections to instruction (maintain ongoing list of exemplars)</i>	<i>E4</i>	<i>Departmental Bylaws; Faculty Evaluation Handbook; annually</i>	<i>Department Head; APPR</i>		X	
Number of faculty initiated IRB applications	<i>E4-1</i>	<i>iMedris; APPR October-TT faculty</i>	<i>Department Head</i>		X	

Number of articles published in peer review journals	E4-1	Elements; APPR October-TT faculty	Department Head		X	
Presentations at professional conferences	E4-1	APPR; Elements; annually October TT, NTT January	Department Head		X	
Percentage of faculty with grant submissions	E4-1	IMedris; APPR; annually October TT, January NTT	Department Head		X	
Faculty extramural service activities with connections to instruction (maintain ongoing list of exemplars)	E5	Departmental Bylaws; Faculty Evaluation Handbook; annually October TT, NTT January	Department Head			X
Percentage of faculty participating in extramural service activities	E5	APPR; annually October TT, NTT January	Department Head			X
Number of community based service activities	E5	APPR; annually October TT, NTT January	Department Head			X
Number of faculty-study service collaborations	E5	APPR; annually October TT, NTT January	Department Head			X
Number of faculty appointed on professional practice track	E5	Human Resources; annually	Department Head, Dean	X		
Actionable data (quantitative and/or qualitative) from employers on graduates' preparation for post-graduation destinations	F1	Community survey (MPH) every 2-3 years	MPH Program director, APEx Coordinator			
Feedback from external stakeholders on changing practice & research needs that might impact unit priorities and/or curricula	F1	AHD Steering Committee, quarterly	Department Head and Program Directors	X	X	X
Feedback from stakeholders on guiding statements and ongoing self-evaluation data	F1	Community Survey; Academic Health Department Steering Committee; Preceptor Feedback	Department Head; Program Directors; APEx coordinator;	X	X	X
Professional AND community service activities that students participate in (maintain ongoing list of exemplars)	F2	BSPH, MPH and PhD listserv announcements	Program directors			X

Current educational and professional development needs of self-defined communities of public health workers (individuals not currently enrolled in unit's degree programs)	F3	Community partners (Academic health department, Academic medical center, ETC, TPHA)	DPH faculty and staff			X
Continuing education events presented for the external community, with number of non-student, non-faculty attendees per event (maintain ongoing list)	F3-1	APPR - Elements, January-NTT faculty and October-TT faculty	Department head			X
Quantitative and qualitative information that demonstrates unit's ongoing efforts to increase representation and support success of self-defined priority underserved populations— among students AND faculty (and staff if applicable)	G1	Graduate School Admissions; SLATE; Diversity Action Plan, DPH Climate Survey, EIJ participation rates, Departmental Retreat	Department Head; Program Directors; Equity and Inclusion Committee	X	X	X
Student AND faculty (staff, if applicable) perceptions of unit's climate regarding diversity & cultural competence	G1	Climate Survey every 2 years	Equity and Inclusion Committee; Department Head	X	X	X
Student satisfaction with academic advising	H1	Annual Student satisfaction survey in April	Program directors and associated committees			
Student satisfaction with career advising	H2	Annual student satisfaction survey in April	Program directors and associated committees			X
Events or services provided to assist with career readiness, job search, enrollment in additional education, etc. for students and alumni (maintain ongoing list of exemplars)	H2	Professional development workshops (3 per semester)	APEX Coordinator, MPH Program director			
Number of student complaints filed (and info on disposition or progress)	H3	Graduate Council; Graduate School Assistant Dean; Vice Present of Academic Faculty Affairs;	Department Head; Program Directors			

Recruitment & admissions measure	<i>H4</i>	<i>Slate (MPH and PhD); Third party recruiting/marketing organization (DE program)</i>	<i>Faculty; Program Directors</i>			
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- 2) Provide evidence of implementation of the plan described in Template B2-1. Evidence may include reports or data summaries prepared for review, notes from meetings at which results were discussed, etc.

ERF B2.2 contains the following examples of evidence of implementation.

PhD Examples

- **Student progression** - The Annual Doctoral Student Evaluation Form and Sample PhD Student Annual Reviews reflect our process to support doctoral student progression. Three student samples are provided in ERF B2.2.
- **Research** - Each year the University of Tennessee offers a variety of graduate student fellowships for incoming and current students. In Fall 2022, three PhD students were nominated for these fellowships. A nomination for a current PhD student is provided in ERF B2.2 as an example of the quality of our students and their achievements.
- **Student involvement in PhD curriculum** – Student voice is a critical component of planning and evaluating the PhD curriculum. In addition to the teaching evaluation surveys completed by the PhD students, the PhD Committee also has student representation. In 2022-2023 the PhD committee included two doctoral students (Will and Katherine). The activity of the committee, including the student involvement, is represented in the PhD committee notes in ERF B2.2.

BSPH Examples

- **Teaching** – The UG PH committee has been responsive to faculty, student, GTA, and the Registrar (i.e., classroom size constraints) to develop a formula for UG class size that will assure course rigor, individualized student attention, utilize teaching resources effectively, and align with university classroom availability. Minutes from the UG PH Committee meeting reflect discussion of faculty and student input regarding appropriate class size. Subsequent BSPH class size Proposal to Faculty on the class size proposal and rationale demonstrates commitment to seeking input for monitoring appropriate class size in terms of quality of instruction, workload equity, and feasibility.
- **Advising** – The UG PH committee has developed a close working relationship with the CEHHS Advising Center. As meeting notes indicate, in early August 2022, before the launch of the BSPH degree, UG PH committee members met with CEHHS advising director to discuss plans PH faculty to train the CEHHS advising team on the new BSPH major to assure effective recruitment and advising into the major, as well as the Advising team to offer input on course offerings and student outreach from advisor perspective. A subsequent training meeting was held with Advisors, as well as a BSPH Interest Meeting that included advisors and prospective/current majors. On-going communication via email, zoom, and in-person allows timely, effective advising for BSPH majors. An example email between the UG program director and CEHHS Advising Center director of recruitment and engagement documents communication about course offerings and curricular changes.
- **Research** – Every year, the university offers paid undergrad research opportunities for first generation or Pell-eligible students through a Departmental Research Assistantship (DRA) program. The UG public health program director has facilitated 2-3 undergraduate public student research opportunities per year. Example recruitment materials are provided for 2022 and 2023.

MPH Examples

- **Student satisfaction with career guidance** - The 2022 student satisfaction survey indicated a greater need to offer professional development and career planning opportunities during their MPH program to gain insight into what opportunities might be available to them post-graduation. Given the results of the student satisfaction survey, the MPH program director and APEX coordinator planned 3 professional development workshops in Spring 2023. These sessions were offered via Zoom to accommodate both distance education and campus-based students and were well attended. This professional development series is planned to continue into the 2023/2024 academic year. The 2023 Student Satisfaction Survey and flyer for 2023 Professional Development series are included in the ERF.
- **Student-led research & post-graduation outcomes** – A student exit survey is provided to all outgoing MPH students in their semester of graduation that documents their accomplishments during the MPH program (including any research posters or publications), and results are entered into our departmental database to allow monitoring and reporting. This survey also captures outgoing students' employment status at the time of graduation as well as non-University contact information for alumni follow-up surveys. The MPH Exit Survey is provided in the ERF.
- **Student self-assessment of competencies** – A self-assessment of CEPH foundational competencies is required of all incoming and outgoing students in their semester of enrollment and subsequent graduation. Students rate their competence of each competency in their first semester of the program (distributed in PUBH 509 – Public Health Seminar). In their semester of anticipated graduation, the student completes the same survey and results are tallied and compared by the MPH Program Director. These results are recorded and reported in our annual SACSCOC report, due each September. The MPH Self-assessment of Competencies survey and the 2021/2022 SACSCOC report are provided in the ERF.
- **Student involvement in MPH curriculum** – The Academic Program Committee (APC) is comprised of students, faculty, and staff of the Public Health Department. APC meets twice per semester to review any curriculum change proposals and allows for input on the academic oversight of the MPH program for all concentrations. The MPH Program Directors (campus and distance education) are co-chairs of the committee. Membership includes a faculty representative from each concentration (CHE, EPI, VPH, NUTR, HPM, MS/MPH), staff representation, and a minimum of two student representatives from each concentration, ensuring student representation from both distance education and campus-based programs. Sample APC meeting minutes are included in the ERF.

Department Examples

- **Financial Associate Position** - During biweekly faculty/staff meetings, it was indicated the need for additional staff position in the department, given growth of the department both in terms of number of faculty and number of degree programs. This request was then taken to the attention of the Dean and providing further justification, the new staff position was approved. The position description and related details of this position are included in ERF B2.
- **Full-time APEX Coordinator Position** - Given the anticipated increase in the number of students enrolling in the Applied Practice Experience (APEX) course stemming from the DE program, the department was able to get the approval for and hired a full-time staff position to coordinate the placement of students and evaluation of these students starting in the Fall 2022. Prior to this period, the APEX coordinator position was half-time staff position.
- **Senior Methodologist Position** - In Fall 2022, CEHHS hired a Senior Methodologist, Angela Pfammatter, primarily to enhance faculty scholarship in grant writing, provide more focused training to early career faculty in advancing methodological skills, and further strengthen graduate training in advanced research methods. This full-time tenure-track faculty line is funded through the Dean's office but the position is housed in the Department of Public Health.

- 3) Provide at least three specific examples of improvements undertaken in the last three years based on the evaluation plan in the format of Template B2-2. At least one of the changes must relate to an area other than the curriculum.

Template B2-2

	Measure (copied from column 1 of Template B2-1) that informed the change	Data that indicated improvement was needed	Improvement undertaken*
Example 1	Applied Practice Experience	Student APEX reviews indicated a complexity and redundancy of APEX-required paperwork. Program growth and addition of DE program modality required an overview and assessment of APEX reporting requirements.	APEX processes and requirements were streamlined. Prior to 2020, students were required to print/bind a copy of their APEX final report. Students now submit a final report in electronic format only. Additionally, the required weekly journal reports were updated to bi-weekly to avoid redundancy.
Example 2	Number of doctoral student abstract submissions, manuscript submissions, and conference presentations.	Annual SACS and annual doctoral student assessment conducted by student and faculty, revealed low numbers of presentations and abstracts/manuscripts submitted. Student evaluations revealed underdeveloped professional socialization as to the importance and necessary skills for abstract/manuscript development and submission.	Modification to PhD program curriculum to add doctoral seminar (2 credits; 1 per semester for two semesters)
Example 3	Adequate preparation for the BSPH practice experience	Faculty review of proposed new curriculum	Social & Behavioral Theories in Public Health - increased 200-level course to 300-level course and added a pre-requisite of Introductory Public Health course

- 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- Some measures include multiple data sources to triangulate data
- Decision-making usually includes multiple individuals and committees
- Each degree program has a committee focused on evaluation and quality improvement and each program director meets weekly with each other and the department head, allowing for regular communication, curricular planning, and informed decision-making.
- The long-standing MPH program has well-established processes for monitoring and evaluation

Weaknesses

- With new and expanding programs, some evaluation metrics and associated processes are not fully developed nor to scale

Plans

- In May 2024, implement an annual BSPH student exit survey to capture undergraduate student publications and presentations.
- Doctoral program will develop a student satisfaction survey during fall 2023 and conduct during spring 2024
- Establish consistent infrastructure of evaluation and quality improvement.
- Systematize and streamline data management

B3. Graduation Rates

The program collects and analyzes graduation rate data for each degree offered (e.g., BS, MPH, MS, PhD, DrPH).

The program achieves graduation rates of 70% or greater for bachelor’s and master’s degrees and 60% or greater for doctoral degrees.

- 1) Graduation rate data for each degree in unit of accreditation. See Template B3-1.

Template B3-1

Students in BS Degree, by Cohorts Entering 2022-23 ¹				
*Maximum Time to Graduate: 8 years				
	Cohort of Students	2022 - 23	2023-24	2024-25
2022-23	# Students entered	26		
	# Students withdrew, dropped, etc.	0		
	# Students graduated	0		
	Cumulative graduation rate	0		
2023-24	# Students entered	26	36	
	# Students withdrew, dropped, etc.			
	# Students graduated			
	Cumulative graduation rate			

¹BSPH academic year entry is defined as fall, spring, summer.

Students in MPH Degree, by Cohorts Entering Between 2016-17 and 2022-23 ¹								
*Maximum Time to Graduate: 6 years								
	Cohort of Students	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
2016-17	# Students entered	24						
	# Students withdrew, dropped, etc.	0						
	# Students graduated	0						
	Cumulative graduation Rate	0						
2017-18	# Students entered	24	19					
	# Students withdrew, dropped, etc.	0	0					
	# Students graduated	17	3					
	Cumulative graduation rate	70%	16%					
2018-19	# Students entered	7	16	22				

	# Students withdrew, dropped, etc.	0	1	0				
	# Students graduated	6	13	0				
	Cumulative graduation rate	96%	84%	0				
2019-20	# Students entered	1	2	22	22			
	# Students withdrew, dropped, etc.	0	0	0	2			
	# Students graduated	0	1	19	0			
	Cumulative graduation rate	96%	89%	86%	0			
2020-21	# Students entered	1	1	3	20	30		
	# Students withdrew, dropped, etc.	0			2	1		
	# Students graduated	0	1	3	12	0		
	Cumulative graduation Rate	96%	95%	100%	55%	0%		
2021-22	# Students entered				6	29	62	
	# Students withdrew, dropped, etc.				0	4	4	
	# Students graduated				5	22	0	
	Cumulative graduation Rate				77%	73%	0%	
2022-23	# Students entered				1	3	58	75
	# Students withdrew, dropped, etc.				0	1	6	7
	# Students graduated				1	2	23	0
	Cumulative graduation Rate				82%	80%	37%	0%

¹MPH academic year entry is defined as summer, fall, spring.

Students in PhD Degree, by Cohorts Entering Between 2020-21 and 2023-24¹					
*Maximum Time to Graduate: 8 years					
	Cohort of Students	2020 - 21²	2021-22	2022-23	2023-24
2020-21	# Students entered	8			
	# Students withdrew, dropped, etc.	0			
	# Students graduated	0			
	Cumulative graduation rate	0%			
2021-22	# Students entered	8	6		
	# Students withdrew, dropped, etc.	0	1		
	# Students graduated	1	0		

	Cumulative graduation Rate	13%	0%		
2022-23	# Students entered	7	5	6	
	# Students withdrew, dropped, etc.	0	2	1	
	# Students graduated	2	0	0	
	Cumulative graduation rate	38%	0%	0%	
2023-24	# Students entered	5	3	5	7
	# Students withdrew, dropped, etc.	0	0	0	0
	# Students graduated	NA	NA	NA	NA
	Cumulative graduation rate	NA	NA	NA	NA

¹PhD academic entry year is defined as fall entry.

²After being accepted in an earlier DrPH cohort, five students joined the 2020-21 PhD cohort, resulting in an expedited degree completion.

- 2) Data on doctoral student progression in the format of Template B3-2.

Template B3-2

Doctoral Student Data for year 2022	
	PhD in Public Health Sciences
# newly admitted in 2022	6
# currently enrolled (total) in 2022	19
# completed coursework during 2021	2
# in candidacy status (cumulative) during 2021	2
# graduated in 2021	1

- 3) Explain the data presented above, including identification of factors contributing to any rates that do not meet this criterion's expectations and plans to address these factors.

The program continues to achieve graduation rates above 70% within 6 years for the MPH degree, despite the challenges the pandemic posed to graduate level education. Our recent addition of the DE MPH, which includes a higher proportion of part-time students than the in-person degree, means that our time to graduation with the MPH will lengthen.

The program's PhD degree only began enrolling students in 2020. However, one of the two full time doctoral students who entered the PhD program in 2020 is on track to graduate in 2024 (i.e., four years after entering the program). Note that there was one student who originally entered the DrPH program but switched over to the PhD program and then graduated in summer 2022; two more students who entered the DrPH program and switched to the PhD program are on track to graduate in summer 2023.

Our switch to the PhD better aligns our doctoral students with their faculty mentors' expertise and research. A weakness is that we have not graduated many PhD students to date, but it takes time to train students in research. We have observed that the process is expedited for full-time students and in instances where the student and their faculty mentor have the same research focus area. We had two doctoral students

withdraw (one in 2022 and one in 2023) due to mismatches between the students' needs and their faculty mentors (e.g., a faculty member left).

We are addressing this issue by accepting fewer part time doctoral students, who take longer to advance through the program due to limited time for training in research and performing additional vetting of prospective doctoral students to ensure a research area match with their faculty mentor.

The bachelor's degree program began enrolling students in fall 2022. The same student engagement strategies utilized for the MPH degree are being employed for the PhD and bachelor's degrees to ensure their success.

- 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- To date, we have exceeded the criterion for graduation rates for MPH.

Weakness

- With the newness of our undergraduate and PhD programs we lack sufficient years of reporting to detect graduation rates within specified time to degree completion.

Plans

- We will closely monitor the progress of our doctoral students and those who enroll in the bachelor's degree program to ensure that the graduation rates of these new programs also meet CEPH benchmarks (i.e., graduation rates of 70% or greater for bachelor's degree and 60% or greater for doctoral degrees).
- We will continue to monitor the progress of our MPH students to ensure graduation rates are above 70% into the future.
- Continue offering required courses to our DE students over multiple semesters, including the summer (i.e., throughout the year) so that DE students can proceed through the program as quickly as possible.
- Accept fewer part time doctoral students and thoroughly vet prospective doctoral students to ensure a faculty mentor match upon entry into the program.

B4. Post-Graduation Outcomes

The program collects and analyzes data on graduates' employment or enrollment in further education post-graduation, for each degree offered (e.g., BS, MPH, MS, PhD, DrPH).

The program achieves rates of 80% or greater employment or enrollment in further education within the defined time period for each degree.

- 1) Data on post-graduation outcomes (employment or enrollment in further education) for each degree. See Template B4-1.

Template B4-1

MPH Post-Graduation Outcomes	2019-20 Number and percentage	2020-21 Number and percentage	2021-22 Number and percentage
Employed	16 (67%)	14 (78%)	18 (60%)
Continuing education/training (not employed)	8 (33%)	2 (11%)	11 (36%)
Not seeking employment or not seeking additional education by choice	0 (0%)	0 (0%)	0 (0%)
Actively seeking employment or enrollment in further education	0 (0%)	1 (5%)	1 (3%)
Unknown	0 (0%)	1 (5%)	0 (0%)
Total graduates (known + unknown)	24	18	30

Note: Outcomes are for master's program graduates only. Percentages in parentheses may not sum to 100 because of rounding errors.

- 2) Explain the data presented above, including identification of factors contributing to any rates that do not meet this criterion's expectations and plans to address these factors.

The table displays post-graduation outcomes for master's students who graduated in the 2019-2020, 2020-2021, and 2021-2022 school years. The data is based on three primary data-sources: online information at graduation form, personal communication from graduates and review of LinkedIn profiles.

The total percentage of students listed as employed or in continuing education/training exceeded 80% for all school years. These percentages were 100%, 89%, and 96% respectively for the 2019-2020, 2020-2021, and 2021-2022 school years. The percentage of former master's students employed after graduation fell by 18 percentage points between the 2020-21 and 2021-2022 school years. However, this decline was compensated for by a three-fold increase in the number of students who moved to higher education or training after graduation.

Because there was only one graduate from the doctoral program, a separate table is not shown. However, one doctoral student graduated in the Summer of 2022 and is currently employed.

- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- We consistently exceed the 80% (or greater) benchmark for employment, or enrollment in further education at one-year post-graduation.
- Our ability to monitor and update post-graduate employment and continuing education outcomes.

- High participation in MPH Alumni LinkedIn page.
- Faculty maintain connections with students after graduation through professional associations.

Weakness

- Students and graduates can only be encouraged, not required, to participate in LinkedIn.

Plans

- As our newer programs begin to produce graduates, we will monitor post-graduation outcomes for undergraduate, DE MPH, and doctoral students.
- Develop a feasible, scalable process to monitor undergraduate post-graduate outcomes (i.e., BSPH exit surveys, LinkedIn tracking, collaboration with University Alumni Association)

B5. Alumni Perceptions of Curricular Effectiveness

For each degree offered, the program collects information on alumni perceptions of their preparation for the workforce (or for further education, if applicable). Data collection must elicit information on what skills are most useful and applicable in post-graduation destinations, areas in which graduates feel well prepared, and areas in which they would have benefitted from more training or preparation.

The program defines qualitative and/or quantitative methods designed to provide useful information on the issues outlined above. “Useful information” refers to information that provides the unit with a reasonable basis for making curricular and related improvements. Qualitative methods may include focus groups, key informant interviews, etc.

The program documents and regularly examines its methodology, making revisions as necessary, to ensure useful data.

1) Summarize the findings of alumni self-assessment of their preparation for post-graduation destinations.

A survey of MPH alumni is conducted at regular intervals every 2 - 3 years. The alumni survey seeks satisfaction ratings regarding the program’s contribution to increasing student personal and professional skills in preparation for the work setting. The two most recent surveys are discussed here. The 2020 Alumni Survey included graduates (66) in 2016 through 2019. The most recent survey, distributed in October 2022 included graduates (38) in calendar years 2020 and 2021. The rating for the Overall Quality of the MPH Program is high. Ninety percent (20) of the 2023 respondents indicated “Satisfied”, “Very satisfied” or “More than satisfied”. Specific to preparation for post-graduate destinations, respondents replied either “Well-prepared” or “Prepared” in 2020 (86%) and in 2023 (91%).

2) Provide full documentation of the methodology and findings from quantitative and/or qualitative data collection.

The Qualtrics-based survey is sent out via email to all MPH graduates in the associated years. Following the initial request, 2 reminders are sent to optimize response rate. Response rate was 71.7% (38 out of 53) in the 2020 report and 71% (27 out of 38) in the 2023 report. The data is analyzed and summarized in report form. The survey can be viewed in ERF B5.2 Alumni Survey tool. Both the 2020 and 2023 alumni survey reports may be reviewed at <https://publichealth.utk.edu/surveys/> or Resource File B5.2 Alumni Survey Report 2020 and B5.2 Alumni Survey Report 2023.

Specific to preparation for post-graduate destinations, respondents replied either “Well-prepared” or “Prepared” in 2020 (86%) and in 2023 (91%). The survey also asked for respondents to assess their ability to perform MPH competencies (future surveys will list the 22 Foundational competencies vs. the Program competencies). The results are presented in Table B5.1. We acknowledge the change from a 10-point to a 5-point scale, per CEPH guidance.

Table B5.1 Self-assessed preparedness to perform MPH competencies, 2020 and 2023 report*

#		Mean in 2020 10-point scale	Mean in 2023 5-point scale
1	Define a health problem in a population	8.94	4.55
2	Make relevant inferences about patterns of health and potential causes from quantitative and qualitative data	8.97	4.23

3	Collect, summarize, and interpret information relevant to an issue	9.26	4.61
4	Utilize current techniques in decision analysis and health planning	8.36	3.86
5	Lead and participate in groups to address specific issues	8.94	4.48
6	Appraise the role of cultural, economic, social, and behavioral factors in determining the delivery of public health services	8.15	4.32
7	Collaborate with community partners to promote the health of the population	8.83	4.24
8	Identify community assets and available resources	8.71	4.14
9	Identify and apply basic research methods used in public health	8.57	4.32
10	Manage programs within budget constraints	7.84	3.80
11	Evaluate internal and external issues that may impact delivery of essential public health services	8.45	4.09
12	Facilitate collaboration with internal and external groups to ensure participation of key stakeholders	8.86	4.22

*2020 report includes MPH alumni graduating 2016-2019 calendar years. The 2023 report surveyed alumni who graduated 2020-2021 calendar years. Alumni are surveyed at least 1 year post graduation and no more than 3 years post-graduation.

Alumni rated their satisfaction with the program's development of professional skills. For all skills, a majority of respondents indicated "satisfied," "more than satisfied" or "very satisfied." The satisfaction ratings are found in Table B5.2 for both survey years.

Table B5.2 Self-assessed satisfaction with development of professional skills

#		% Satisfied, More than satisfied or Very satisfied 2020	% Satisfied, More than satisfied or Very satisfied 2023
1	Articulating prevention approaches of public health	98	95
2	Interacting with persons of diverse cultural, racial/ethnic and SES backgrounds	87	90
3	Conducting needs assessments for planning purposes	98	95
4	Using data to make relevant inferences.	98	95
5	Leading professional workgroups	98	80
6	Collaborating with community partners	100	85
7	Managing programs and projects	96	90
8	Evaluating health programs/projects	98	95

9	Providing effective presentations	98	90
10	Communicating clearly in written form	96	100
11	Engaging in advocacy of policy	78	80
12	Obtaining grant funding	78	75

Of note, the more recent survey covered the years most impacted by COVID-19. The survey results, while showing some variation, overall show a high level of satisfaction for skill development despite the limited face-to-face contact in classes and the limited opportunities for community engagement. Alumni (84% in 2020 and 83% in 2023) indicated “High Value” for the MPH in helping achieve professional goals. Overall, alumni indicate satisfaction with the program and preparedness for employment in the field. Some of the comments from respondents are included quoted:

- “My time in the UTK MPH program led directly to my employment, albeit outside the area of public health practice that I was seeking. This is perhaps a testament to the program and the value of the training and degree - that I proved to be capable and qualified for an area of practice outside of what my focus was during my graduate experience.”
- “My MPH gave me the connections and knowledge needed to pursue a job in a healthcare setting. MPH classes on my undergraduate degree to give me practical knowledge and skills that I use daily in my current position.”
- “Name recognition of the degree is significant at my place of employment.”
- “The theories we were taught were extremely valuable however, in the private sphere, healthcare becomes closely related to business and I do not feel the MPH program did enough to bridge those divides.”
- “Frankly, without a master's degree, I wouldn't have been able to receive the current pay scale I'm on.”
- “Helped me achieve a career I am engaged with significant ease. I likely could have ended up in the same field without an MPH, but the MPH degree made that path significantly easier. Through every job I've applied to after graduation I have been a very competitive candidate for the position.”
- “The MPH has given me a unique perspective and critical understandings of how we interact with the healthcare system, barriers to health, and the regulatory environment that enables/hinders all of the above.
- “I learned a lot of transferable skills. Excellent program! “
- “As a public health veterinarian in the military my primary job is to ensure the health of the Soldiers through One Health concepts. One Health was emphasized in the MPH program and I gained so much experience and perspective working with non-vet students that help me when working with non-vet military partners.”
- “I have used almost every aspect of the things I learned during my MPH program and I'm so grateful for it all! “

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The survey has been successful in gathering feedback from MPH alumni.

Weaknesses

- The MPH alumni who did not complete a survey may have had valuable input.
- The impact of COVID-19 on alumni seeking jobs created an environment that may impact alumni perceptions of curricular effectiveness.

- The survey has not been administered to doctoral alum. This is due to the newness of the program and few graduates (to-date).

Plans

- Create alumni survey for PhD Program, anticipated date of administration to be determined.
- Revise MPH survey to reflect 2016 competencies and new concentrations (Epidemiology and Nutrition).
- Develop an alumni survey for BSPH graduates. The inaugural cohort of BSPH graduates is anticipated in spring 2025, thus the initial undergraduate public health alumni survey is slated for spring 2026 and will continue every two years after that.
- For all degree levels, add an open-ended question to future surveys, "In what areas do graduates feel they would have benefitted from more training/preparation"
- Consider other methodologies for gathering alumni input in addition to the survey (i.e., focus group, interviews).

C1. Fiscal Resources

The program has financial resources adequate to fulfill its stated mission and goals. Financial support is adequate to sustain all core functions, including offering coursework and other elements necessary to support the full array of degrees and ongoing operations.

- 1) Describe the program's budget processes, including all sources of funding. This description addresses the following, as applicable:
 - a) Briefly describe how the program pays for faculty salaries. If this varies by individual or appointment type, indicate this and provide examples. If faculty salaries are paid by an entity other than the program (such as a department or college), explain.

The University of Tennessee, Knoxville follows an annual budget process whereby academic units and support, and auxiliary units request recurring dollars or "base" budget from the University for an amount not to exceed their respective pre-determined maximum thresholds. The College of Education, Health and Human Sciences seeks input from its units when developing the College's annual budget request. The dean and director of finance and administration along with the College's budget committee review each program request for additional funds. The director of finance and administration combines the dean-approved unit budgets into one College-level budget request which is submitted to the University's Office of Budget and Finance for approval and incorporation into the University's campus wide budget. The University's Board of Trustees reviews and approves the budget for the upcoming fiscal year. Sources of University funding include state appropriations, tuition, course fees, indirect cost recovery, gift, and endowment income. Approved funds are provided to the University and then distributed as appropriate in the form of recurring or "base" budget. The funding flows from the University to the College then the department, and the department head allocates funds to programs according to their initial request. Any unspent, recurring funds can be made available as a nonrecurring budget to the department upon justification and request after year end closure.

University funds provided via the annual budget process are the primary source of faculty salaries. Carryover when available can also be used for this purpose. Any salary expenses charged to the sponsor's budget for externally funded projects create salary savings for the program. Based on the donor specifications, faculty salaries can also be provided by gifts.

- b) Briefly describe how the program requests and/or obtains additional faculty or staff (additional = not replacements for individuals who left). If multiple models are possible, indicate this and provide examples.

The department head works closely with program directors, faculty, and staff to stay informed about staffing needs. The department head takes any requests for new faculty or staff to the Dean. The request for additional faculty or staff includes a justification, how the position will be funded, and the anticipated impacts of hiring or not hiring. With the Dean's approval, the department's business manager consults with the College's human resources manager to finalize a position description, job classification and salary range for new positions.

- c) Describe how the program funds the following:
 - a. operational costs (programs define "operational" in their own contexts; definition must be included in response)

The University considers operational expenses to be any costs except for salaries and benefits. They include but are not limited to travel; professional services and memberships; office, computer, and laboratory supplies; printing and publication; computer services; maintenance and repairs; and contractual services. Operating costs are included in the program's annual budget request process.

- b. student support, including scholarships, support for student conference travel, support for student activities, etc.

The College of Education, Health and Human Sciences has recurring funds set aside for graduate students, including stipends, insurance, and tuition waivers. The college distributes nonrecurring funds each semester; whereby the waivers are allocated to programs that have demonstrated a need for graduate student support. This allows the program to hire graduate assistants in support of teaching and service projects.

Programs are encouraged to seek external funding to support graduate research assistants as well as hourly student workers. Where allowable and appropriate, the sponsor's budget includes stipend, insurance, and tuition. The program pays the hourly wage for any student workers who do not hold a graduate assistantship. Student activities and travel are paid for by the department using nonrecurring funds.

The graduate school provides annually an opportunity for departments to support new PhD students in their respective programs through the Graduate School Fellowships (GSF). Each department is allocated funds to support said students for 4 years. Other fellowships and scholarships are also offered annually collegewide to graduate students based on certain criteria set by the Graduate School.

Graduate and professional students who will be presenting research on behalf of UT at in-person professional conferences may receive support to help with travel costs. Only students who are presenting first authors will be funded through this mechanism. To help fund as many students as possible, students are allowed only one GSS (Graduate Student Senate) Travel Award or GSS Academic Support Award per year. Departments and/or colleges are expected to help support the cost of these trips. Students are expected to notify their advisor(s), department head, and college dean of travel before submitting this application to request funding. Students must submit their applications prior to attending the conference (with the exception of the first review period). The GSS Travel Awards Committee review the requests two times during the fall semester, two times during the spring semester, and one time prior to the start of summer school. The DPH provides \$100 towards graduate student to present research at regional and at national conferences.

- c. faculty development expenses, including travel support. If this varies by individual or appointment type, indicate this and provide examples

Professional development and travel expenses are included in the annual base budget process (see above). Distribution of said funds varies by department. In general, each Tenure Track (TT) faculty will receive \$700-\$800 per year towards travel expenses and \$250 for NTT faculty per year. New TT faculty have the option to include travel expenses as part of their start-up funds for the first 3 years.

- d) In general terms, describe how the program requests and/or obtains additional funds for operational costs, student support and faculty development expenses.

Program administrators submit funding requests biannually to the associate dean of academic affairs and community engagement and director of finance and administration for approval. Funds are distributed in both fall and spring semesters. In the event the department needs additional funds for student support or other operational costs, the department head can make such requests to the Dean's Office with proper justification.

- e) Explain how tuition and fees paid by students are returned to the program. If the program receives a share rather than the full amount, explain, in general terms, how the share returned is determined. If the program's funding is allocated in a way that does not bear a relationship to tuition and fees generated, indicate this and explain.

Starting in FY2023, the University of Tennessee, Knoxville transferred from an incremental budget model to an RCM (Responsibility Center Management) budget model, aligning university resources with strategic priorities, creating greater transparency and accountability, and providing units with more control over their own budgets. Tuition revenues are allocated based on students attending classes – the college

of instruction receives 80% and the college of student record receives 20%. The colleges in turn are enabled with a capacity to spend in support of instruction, research, and service. Colleges allocate financial resources to their units, namely salaries and benefits for both faculty and staff as well as operating and travel budgets. Course fees are distributed to units where applicable and do not follow the 80/20 split model

- f) Explain how indirect costs associated with grants and contracts are returned to the program and/or individual faculty members. If the program and its faculty do not receive funding through this mechanism, explain.

Where allowable and appropriate, the sponsor's budget for externally funded projects includes indirect costs not to exceed the University's federally negotiated rate or the maximum allowed by the sponsor. Indirect costs are incurred on the sponsor's budget as work is completed if the grant/ contract is cost reimbursable. Historically, the College has distributed nonrecurring funds equal to 20% of the total F&A earned one year in arrears to the lead investigator's department. Of the funds received in the department, the faculty member receives 80% of the amount received and the department retains 20% of the funds. Faculty members who received these funds can use these funds for supporting graduate students, drawing as additional salary, or using for scholarship related activities. Funds raised from F&A are used towards graduate student travel to conferences, and other departmental expenses.

If the program is a multi-partner unit sponsored by two or more universities (as defined in Criterion A2), the responses must make clear the financial contributions of each sponsoring university to the overall program budget. The description must explain how tuition and other income is shared, including indirect cost returns for research generated by the public health program faculty appointed at any institution.

Not applicable.

- 2) A clearly formulated program budget statement in the format of Template C1-1, showing sources of all available funds and expenditures by major categories, for the last five years.

The head of DPH is responsible for managing resources budgeted for the department. Table C1-1 presents sources of funds and expenditures for the Department of Public Health for the last five years. All full-time faculty members, staff, and graduate teaching assistants (GTAs) are supported fully by state-appropriated funds allocated by the college, without the requirement that some portion of salary be recovered from other sources. Salary data are based on actual expenditures per FTE faculty member, staff, and GTA for the appropriate percentage of workload directly related to public health. Compensation paid to adjunct faculty members is included in the total faculty salary line. The decrease in the faculty salary line that occurred in 2019-2020 did so because a full-time faculty member left the department during this period. Faculty start-up funding is awarded equally by the college and the University's Office of Research to new tenure-track faculty members to support their early research activities. A restricted public health alumni fund exists in the department, which helps fund speakers, special events, and professional development of faculty members. Excess funds (the difference between the total amount of available funds and the total amount of expenditure) are managed according to the type of funds. For example, new faculty start-up funds are provided for a three-year period. Unspent funds from one year may be carried over to the next. Other unspent funds (depending on the line-item) may be used to support adjunct faculty members as needed.

Template C1-1

Sources of Funds and Expenditures for the Department of Public Health by Major Category, 2018 to 2023						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024*
Source of Funds						
University Funds	\$1,530,379.00	\$1,316,945.00	\$1,531,578.00	\$2,062,554.00	\$2,327,700.00	\$2,077,230.09
Grants/Contracts	\$340,700.00	\$498,786.00	\$585,979.00	\$655,375.00	\$702,894.00	\$723,980.82
Indirect Cost Recovery	\$5,371.00	\$8,395.00	\$4,567.00	\$24,929.00	\$40,179.00	\$19,260.63
Gifts	\$6,677.18	\$4,445.32	\$2,925.86	\$10,537.49	\$2,997.00	\$3,086.91
Other (Centrally Funded Waivers)	\$126,232.00	\$126,233.00	\$114,075.00	\$109,048.00	\$150,593.00	\$173,453.50
Other (Faculty Start-up)	\$164,086.00	\$123,376.00	\$63,055.00	\$263,934.00	\$212,033.00	\$214,318.45
Total	\$2,173,445.18	\$2,078,180.32	\$2,312,179.86	\$3,126,377.49	\$3,436,396.00	\$3,211,330.40
Expenditures						
Faculty Salaries	\$827,261.61	\$662,393.56	\$872,208.37	\$1,202,229.85	\$1,322,221.36	\$1,361,888.00
Staff Salaries	\$103,809.48	\$79,601.78	\$90,714.95	\$118,348.06	\$171,899.96	\$177,056.96
Total Benefits	\$328,784.58	\$251,452.31	\$294,494.94	\$463,145.02	\$503,953.54	\$519,072.15
Operations	\$28,958.57	\$28,395.62	\$43,545.95	\$76,667.04	\$49,090.80	\$50,563.52

Travel	\$6,974.02	\$4,272.57	\$1,527.03	\$9,248.76	\$20,707.70	\$21,328.93
Student Support	\$274,831.65	\$225,976.21	\$234,343.29	\$269,509.11	\$276,339.51	\$284,629.70
Other (Cost Share - Research)	\$9,637.21	\$4,333.44		\$3,861.14	\$8,865.21	\$9,131.17
Other (Grants & Contracts)	\$34,700.00	\$498,786.00	\$585,979.00	\$655,375.00	\$702,894.00	\$723,980.82
Other (Gifts – Funds Spent)	\$6,677.180	\$4,445.32	\$2,925.86	\$10,537.49	\$2,997.00	\$3,086.91
Other (Star-Up Funds Spent)	\$83,420.05	\$100,358.36	\$39,456.21	\$171,399.22	\$130,011.55	\$133,911.90
Total	\$2,011,054.35	\$1,860,015.17	\$2,165,195.60	\$2,979,320.69	\$2,493,905.45	\$3,284,650.05

*Estimated values

If the program is a multi-partner unit sponsored by two or more universities (as defined in Criterion A2), the budget statement must make clear the financial contributions of each sponsoring university to the overall program budget.

Not applicable

- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- During the 2018-2024 reporting period, budgets were adequate to meet program responsibilities.
- Funding for part-time personnel and other non-routine needs of programs and departments can be allocated from empty salary lines by request of department head to the dean and from salary recovery made available through grants, or contracts.
- We anticipate an increase in resources as we see increases in enrollment in the DE and BSPH degree programs.

Weaknesses

- Graduate students have complained about low wages and insufficient funds to support themselves. Given the fact that the University is going through the implementation of a new budget model, it is highly unclear how the outlook of budget is at the departmental level.

Plans

- The DPH will continue to recommend that faculty members request student support in grant and contract proposals.
- The DPH will pursue development funds to support public health students.

C2. Faculty Resources

The program has adequate faculty, including primary instructional faculty and non-primary instructional faculty, to fulfill its stated mission and goals. This support is adequate to sustain all core functions, including offering coursework and advising students. The stability of resources is a factor in evaluating resource adequacy.

Students' access to a range of intellectual perspectives and to breadth of thought in their chosen fields of study is an important component of quality, as is faculty access to colleagues with shared interests and expertise.

All identified faculty must have regular instructional responsibility in the area. Individuals who perform research in a given area but do not have some regular expectations for instruction cannot serve as one of the three to five listed members.

- 1) A table demonstrating the adequacy of the program's instructional faculty resources in the format of Template C2-1 (single- and multi-concentration formats available).

Template C2-1 (Programs)

CONCENTRATION	FIRST DEGREE LEVEL			SECOND DEGREE LEVEL	THIRD DEGREE LEVEL	ADDITIONAL FACULTY*
	PIF 1*	PIF 2*	FACULTY 3^	PIF 4*	PIF 5*	
Community Health Education	Jennifer Russomanno	Amy Wotring	Jennifer Perion			PIF: 2 Non-PIF: 1
MPH	1.0	1.0	1.0			
Epidemiology	Samantha Ehrlich	Daleniece Jones	Phoebe Tran			PIF: 2 Non-PIF: 0
MPH	1.0	1.0	1.0			
Health Policy and Management	Kenneth Smith	Brittany Shelton	Ashley Parks			PIF: 0 Non-PIF: 1
MPH	1.0	1.0	1.0			
Public Health Nutrition	Marsha Spence	Katie Kavanaugh	Sarah Colby			PIF: 0 Non-PIF: 0
MPH	0.8	0.5	0.5			
Veterinary Public Health	Chika Okafor	Agricola Odoi	Michael Mahero			PIF: 0 Non-PIF: 0
MPH	0.8	0.5	0.5			
Public Health Sciences	Samantha Ehrlich	Laurie Meschke	Phoebe Tran			PIF: 0 Non-PIF: 0
PhD	1.0	1.0	1.0			
Population Health Sciences	Julie Grubaugh	Jiangang Chen	Ashley Parks			PIF: 2 Non-PIF: 4
BSPH	1.0	1.0	1.0			

Total	Named PIF	14
	Total PIF	20
	Non PIF	6

- 2) Explain the method for calculating FTE for faculty in the templates and evidence of the calculation method's implementation. Programs must present calculation methods for primary instructional and non-primary instructional faculty.

Primary instructional faculty are full-time faculty members in the Department of Public Health who have regular instructional responsibilities in the program, spend a majority of time on activities associated with the program. Faculty who are full-time at the university but housed in another academic unit (i.e., Department of Nutrition, College of Veterinary Medicine) are considered 0.5 FTEs based on their contribution to the specific concentration, with the exception of the dual degree concentration directors (Nutrition and Veterinary Public Health) who are estimated at 0.8 to the program.

Non-primary instructional faculty are adjunct faculty who have regular instructional responsibility in the program (at least one course per year).

- 3) If applicable, provide a narrative explanation that supplements reviewers' understanding of data in the templates.

Not applicable

- 4) Data on the following for the most recent year in the format of Template C2-2. See Template C2-2 for additional definitions and parameters.
 - a. Advising ratios (faculty and, if applicable, staff) by degree level (bachelor's, master's, doctoral), as well as the maximum and minimum. If both faculty and staff advise, present and calculate both ratios
 - b. If applicable, average number of baccalaureate students supervised in a cumulative or experiential activity¹⁰
 - c. Average number of MPH students supervised in an integrative learning experience (as defined in Criterion D7), as well as the maximum and minimum
 - d. Average number of DrPH students advised, as well as the maximum and minimum
 - e. Average number of PhD students advised, as well as the maximum and minimum
 - f. Average number of academic public health master's students advised, as well as the maximum and minimum

As noted in Template C2-2's instructions, schools should only present data on public health degrees and concentrations. If primary instructional faculty, non-primary instructional faculty and/or staff are all regularly involved in these activities, indicate this and present data separately for each group, as applicable.

Though the self-study requires only the most recent year, the school or program may wish to present additional years of data for context. For example, if the most recent year's results are anomalous, additional data may be helpful.

Template C2-2

General advising & career counseling, 2022-2023			
Degree level	Average	Min	Max
Bachelor's	15	10	32
Master's	12	2	38
Doctoral	2.8	0	6

Advising in MPH integrative experience, 2022-2023		
Average	Min	Max
13	10	16
Supervision/Advising of bachelor's cumulative or experiential activity		
Average	Min	Max
40	30	50

Mentoring/primary advising on dissertation, 2022-2023			
Degree	Average	Min	Max
PhD	3	1	5

- 5) Quantitative data on student perceptions of the following for the most recent year:
- a. Class size and its relation to quality of learning (e.g., The class size was conducive to my learning)

The **2023** MPH Student Satisfaction Survey reports the following in response to the statement: "class size is conducive to my learning":

Indicator	Percent (n)
1=Strongly Disagree	0 (0)
2 = Disagree	5.0 (2)
3=Neither agree nor disagree	0 (0)
4=Agree	35.0 (14)
5=Strongly agree	60.0 (24)

Student satisfaction surveys for the new BSPH and PhD programs are planned for spring 2024.

- b. Availability of faculty (i.e., Likert scale of 1-5, with 5 as very satisfied)

The **2023** MPH Student Satisfaction Survey reports the following in response to the question: “How satisfied are you with availability of faculty?”

Indicator	Percent (n)
1= Not very satisfied	0 (0)
2= Less than satisfied	0 (0)
3= Satisfied	7.5 (3)
4= More than satisfied	15.0 (6)
5= Very satisfied	77.5 (31)

Student satisfaction surveys for the new BSPH and PhD programs are planned for spring 2024.

- 6) Qualitative data on student perceptions of class size and availability of faculty.

Students are prompted to provide comments if they selected a 1 or 2 (not very satisfied or not satisfied). Selected narrative from the qualitative responses to class size and availability of faculty are included below. A full report of the survey can be found here:

ERF C2: MPH Student Satisfaction Survey 2023 report

Comments for “class size”:

I think the quality of content provided is much more necessary than a larger or smaller class size. Certain professors and courses are suited to larger or smaller class sizes.

Class size doesn't affect my learning unless a group project is involved.

Comments for “availability of faculty”:

Faculty are not proactive with advising. When started program did not get a schedule that I could use to continue signing up for classes.

- 7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- Additional faculty lines have been added as program enrollment has increased.
- Faculty expertise aligns with courses taught.
- In coordination with PIF faculty, a full-time APEx Coordinator centrally manages all of the MPH APEx experiences.
- Most MPH students strongly agree with the current class size and are satisfied with their faculty interactions.

Weaknesses

- Data on student satisfaction at the BSPH and PhD level does not exist.

- Rate of growth could quickly challenge the capacity of current faculty resources.

Plans

- During spring 2024, conduct student satisfaction survey for PhD and BSPH programs.

C3. Staff and Other Personnel Resources

The program has staff and other personnel adequate to fulfill its stated mission and goals. The stability of resources is a factor in evaluating resource adequacy.

- 1) A table defining the number of the program's staff support for the year in which the site visit will take place by role or function in the format of Template C3-1. Designate any staff resources that are shared with other units outside the unit of accreditation. Individuals whose workload is primarily as a faculty member should not be listed.

Role/Function	FTE	Description
Business Manager	1	Manage budget and day-to-day expenditures, student travel and admissions
Administrative Specialist	1	Supports the administrative aspects of department and programs
Financial Associate 2 (new position)	1	Assist business manager, procurement cards, travel, hiring, and payroll
Applied Practice Experience (APEX) Coordinator	1	Coordinates the Applied Practice Experience (APEX) for on-campus and distance education MPH students, develop relationships with community partners to serve as field sites for the APEX, conduct student and alumni surveys, and assist with department recruitment and professional development efforts.
Enrollment Advisor (DE)	1	Explores program fitness with prospects and helps them arrive at a completed application for program review. works very collaboratively with program leadership to resolve questions and/or other applicant issues.
Success Coach (DE)	.50	"Onboard" students to the program by setting early expectations, facilitating orientation, and subsequently maintaining a coaching relationship with students to promote retention.
Director, Student Success (DE)	.20	Works with the program on expanding access to support services and providing recommendations on changes to policies and practices that improve the student experience and help students persist to graduation
Director, Enrollment (DE)	.20	Hiring and managing the performance of the Enrollment Advisor(s). Coordinates with program leadership
Director, Term Prep (DE)	.20	Works collaboratively with program leadership and faculty to prepare

		their individual sections for a new academic term.
Other personnel	3.41	Support staff in administrative duties and faculty with teaching.

- 2) Provide a narrative description, which may be supported by data if applicable, of the contributions of other personnel.

Other personnel in the Department of Public Health at University of Tennessee, Knoxville (DPH UTK) consist of student employees. Students are typically hired to support staff in administrative duties. Work hours are up to 20 hours per week per position, paid hourly or monthly. Every academic year, the College allocates Graduate Assistantships to each department based on student credit hours generated by department. We have 11 GTAs (3.41 FTEs) that support our undergraduate courses. PhD students that can move from Graduate Teaching Assistants to Associates (i.e., Instructor of Record) based on experience or capacity.

- 3) Provide narrative and/or data that support the assertion that the program's staff and other personnel support is sufficient or not sufficient.

Based on current degree program size and program growth trajectory, staff and other personnel support is insufficient. Additional staff will be needed to assist in business and administrative duties. In March 2023, the Dean approved creation of another Administrative Staff (1.0 FTE). In addition, our undergraduate program lacks staff to perform student services (i.e., advising for juniors and seniors) and intern coordination. The College provides undergraduate advising for freshmen and sophomores, but our department will be responsible for advising juniors and seniors and coordinating undergrad internships starting in January 2024.

- 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The DPH UTK benefits from experienced staff who are highly competent in their positions.
- The DE program support staff lend timely, accessible services to our DE students, which has been vital to our rapid growth of DE student enrollment.
- GTAs add teaching support and capacity to the growing number of undergraduate courses.

Weaknesses

- DPH UTK has inadequate staff to fulfill its mission and goals and meet the growing needs of the students and faculty, particularly considering the new undergraduate major (started in fall 2022) as well as the continued growth of the MPH DE program (started in fall 2021).

Plans

- We will continue to monitor student growth and satisfaction to make adjustments that enhance the program.
- By December 2023, hire a new full-time staff coordinator who will be jointly funded and equally shared with the Knox County Health Department. The new staff coordinator will spend .5 FTE providing the undergraduate program intern coordination and advising for juniors and seniors.
- By August 2023, hire a new full-time administrative staff (Financial Associate).

C4. Physical Resources

The program has physical resources adequate to fulfill its stated mission and goals and to support instructional programs. Physical resources include faculty and staff office space, classroom space, student shared space and laboratories, as applicable.

1) Briefly describe, with data as applicable, the following. (Note: square footage is not required unless specifically relevant to the program's narrative.)

- Faculty office space

The Department of Public Health is housed on the third floor in the Health, Physical Education, and Recreation Building (HPER) within the College of Education, Health, and Human Sciences (CEHHS). The department occupies the HPER 390 suite, which was updated in 1995, 2005, and most recently in 2021. HPER 390 occupies nearly 3,700 square feet and provides 13 single office spaces, seven double offices for Faculty and Staff, eight offices for Graduate Teaching Assistants, one conference room (which was upgraded in 2011), two storage rooms, and a small faculty/staff break room. The conference room is equipped with overhead computer projection equipment. The conference room within the suite is primarily used for committee meetings/presentations. Each faculty member has their own office, allowing for appropriate productivity and for advising and mentoring of students. Veterinary Public Health (VPH) faculty members have their offices in the College of Veterinary Medicine building

- Staff office space

The department business manager has one single room. The administrative specialist staff member has an office in the reception area of the suite. The APEx coordinator has an office beside the business manager. The Public Health graduate assistants share offices with no more than two GAs per office. The department also provides one office space for the Public Health Student Association officers in the suite on the third floor, an office space which can host 4 graduate assistants on the second floor, and a research lab (dry lab) in the sub-basement

- Classrooms

There are four classrooms on the second floor of HPER building which provide space to accommodate about half of MPH and doctoral program courses within the HPER (MPH and doctoral courses have priority access in HPER building). Each room can seat at least 40 people. All the classrooms are technology-enhanced classrooms equipped with a podium with laptop connection, computer, video, and VCR/DVD display capabilities, Internet access, document cameras, and integrated audio systems (updated during the pandemic). Two classrooms have sophisticated lighting controls at the lectern, affording the instructor flexible control of the three strips of overhead lighting. Due to the expansion of enrollment as well as the establishment of new programs/majors across the University including our own programs (for example, the newly established undergraduate major in Public Health, two new concentrations in Epidemiology, and Public Health/Nutrition), approximately half of our courses are now delivered across campus in various buildings. As the classrooms in HPER, all the classrooms on other locations of campus are technology-enhanced with laptop connection, computer, video, and VCR/DVD display capabilities, internet access, document cameras, and integrated audio systems.

- Shared student space

Common space available for students within minutes of walking distance from HPER. The John C. Hodges Library, the main campus library, offers additional common space for study and meetings. The Black Cultural Center, the Student Union as well as Fred Brown Building are all a short walk from the public health offices and are often used for large events such as colloquiums, orientation sessions, workshops, research day, Diversity, Equity, and Inclusion (DEI) and Public Health Student Association

(PHSA) meetings, training sessions, and other events, especially when refreshments or luncheons are provided.

- Laboratories, if applicable to public health degree program offerings

In addition, one Public Health faculty member occupies an office (~200 square feet) and one wet lab (~400 square feet) on the third floor in Jessie Harris Building within CEHHS; the other faculty has an office (~150 square feet) and a shared wet laboratory space (three benches and one cell culture room of ~60 square feet) on the 6th floor in Mossman Building. Both laboratories are equipped with centrifuges, refrigerated centrifuges, refrigerators, -20 and -80 C freezers. Both laboratories also contain multiple cell culture incubators, thermocyclers, photo-enabled inverted microscopes, vortex-mixers, and shakers for routine biochemical and molecular biological works. The two laboratories also have their own chemical fume hood and cell culture hood. In addition, the faculty members in charge of the labs have access to all the core laboratory equipment of the Department of Nutrition, which is also located in Mossman Room 614. The core facility hosts two Real time PCR 7300 system with Dell computer-supported software (Applied Biosystems), a spectra Count microplate reader (Packed), a Promega GloMax Multi-Mode luminometer, a FluoroCount Fluorescence reader, a Kodak EPAS290 scientific imaging system and a LS6500 multi-purpose scintillation counter.

- 2) Provide narrative and/or data that support the assertion that the physical space is sufficient or not sufficient.

Due to the increase of student enrollment (which leads to larger class size) and the establishment of new concentrations accompanied by new courses offerings, current classroom space and available time for classes in HPER building are no longer able to meet the demand of our graduate programs (MPH and PhD), much less our undergraduate courses. We currently have 124 graduate students enrolled in our program (among them 78 are online students). In addition, the new BSPH, launched in fall 2022, has 30 declared majors and nearly 200 declared minors in Public Health. That said, the University assures space for all courses through a centralized system that factors in enrollment, time of day and instructor preference.

- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The classrooms in HPER building are all equipped with modern technology to meet the teaching and research needs and the University periodically upgrades the classrooms on campus with advanced technology to enhance the teaching and learning experience. Offices in HPER are also adequate for our staff to conduct their routine work and provide support to meet faculty and students' needs.
- Faculty are taking advantage of the virtual classroom for some strategic class content delivery.

Weaknesses

- Due to the rapid expansion of academic programs and new majors across the campus, we are not able to deliver all our graduate courses in the HPER building, which adds a short walk for students and faculty.

Plans

- Work with the university and college administration to continue to ensure adequate classroom and office space.

C5. Information and Technology Resources

The program has information and technology resources adequate to fulfill its stated mission and goals and to support instructional programs. Information and technology resources include library resources, student access to hardware and software (including access to specific software or other technology required for instructional programs), faculty access to hardware and software (including access to specific software required for the instructional programs offered) and technical assistance for students and faculty.

- 1) Briefly describe, with data if applicable, the following:
 - library resources and support available for students and faculty

UT Knoxville is the flagship university in the system with an enrollment of over 28,000 and more than 300-degree programs. The University of Tennessee consists of five campuses across the State of Tennessee. The university possesses three million library volumes, periodicals, and computer resources to serve students and faculty associated with this degree program.

Research Librarians

There are two full-time Health Science librarians available to faculty and students at all levels (undergraduate, master, and doctoral). They connect faculty and students to the resources and support needed for courses, research, or teaching.

Journals and Periodicals

John C. Hodges Library of the University of Tennessee is the largest library in the state of Tennessee. In addition, the University of Tennessee has Special Collections, Agriculture & Veterinary Medicine, and Music Libraries. The university libraries have more than 3,309,000 titles cataloged with the Hodges library. In FY 2019-2020, more than 1,550,000 visitors visited the libraries, more than 2,381,000 full-text articles were downloaded, and the total expenditure of the libraries was \$23,246,255 (detailed UT library information can be accessed with this link: University of Tennessee Libraries at a glance (<https://www.lib.utk.edu/assessment/statistics/> and <https://www.lib.utk.edu/wp-content/uploads/sites/19/files/LibraryFactsheetFY2021.pdf>).

Hodges library has collections of all major health-related journals. Faculty, staff, and students also have access to essential databases electronically for biomedicine, including MEDLINE citations and biomedical articles in life science journals (PubMed) from 1948 to the present. Other databases UT students may access public health-related journals include Scopus, a multidisciplinary database covering peer-reviewed literature in science, engineering, medicine, and social sciences (1996-present), and Web of Science (1900-present), which comprises a multidisciplinary index of articles and conference proceedings in sciences, social sciences, and humanities. Below is a partial list of top Public Health-focused academic journals that the University has: The Lancet Journal, Journal of the American Medical Association, New England Journal of Medicine, American Journal of Public Health, American Journal of Epidemiology, Annual Review of Public Health, BMC Public Health, Canadian Journal of Public Health, Milbank Quarterly, Public Health Reports, Journal of Adolescent Health, Environmental Science and Technology, Journal of Public Health Policy, Health Affairs, Journal of Occupational Health, Journal of Aging and Health, and the Journal of the American Statistical Association.

- student access to hardware and software (including access to specific software or other technology required for instructional programs)

Workstations and Equipment

UT Hodges Library has 16 Workstations and one large format scanning station with a wide variety of software for faculty, staff, and students to use for their media project: 8 Video Workstations (with analog-to-digital media converters capable of importing analog media sources); 8 Graphics/Web Workstations (with various scanners including – letter sized flatbed, tabloid sized flatbed, and film/negative scanners)

and one Large-format scanning station (PC). In addition, Hodges library provides one Video Room, one Virtual Reality Room, one Whisper Room for vocal recording, and three Audio Recording Rooms (with USB microphones and full-sized MIDI keyboards).

The Studio

The Studio, located in the Commons South at Hodges Library, is a media production and design lab open to all UT students, staff, and faculty. The Studio provides multimedia workstations, production software, knowledgeable staff, and training materials to assist in the creation of multimedia education projects. The Studio continues the UT Libraries' rich tradition of innovation and operates in a creative environment of instructional and service excellence. Multimedia and GIS workstations are available on a first come, first served basis. Specialized production facilities, like audio recording booths, the virtual reality lab, and the video production suite are also available by reservation. Detailed information on the collection media production resources can be found through the link here:

https://libguides.utk.edu/studio?_ga=2.94722841.467623693.1667581045-463155583.1649269905

The link below details Equipment that is available for faculty, staff, and students to checkout from Libraries.

https://libguides.utk.edu/hodgesequipment/commonsequipment?_ga=2.91274015.467623693.1667581045-463155583.1649269905

Software

UTK's Office of Information Technology offers a variety of software to meet faculty's teaching and research needs and facilitate student's learning experience at reduced or no additional cost. All faculty, staff, and students have free access to Qualtrics (web survey platform) for academic, research, or administrative purposes (<https://oit.utk.edu/research/websurveys/>)

Students at UTK are eligible for one copy of Windows 10 for Education at no cost. Through Apps@UT, UTK allows its faculty, staff, and students to run software as if it were installed on their computer, open and save files on individual's computer and print to their designated printers.

A partial list of available software for downloading includes:

Alertus, Atlas.ti, Autodesk Education Master Suite, ChemDraw Professional, Endnote, Endpoint Management, ArcGIS pro, ESRI ArcMap, ArcGIS Bridge, Identity Finder, Maple 2022, MatLab, Microsoft software, LabView, Nvivo, QDA miner, Wordstat, Simstat, Securing the Human, SAP GUI, SAS, Jump, SPSS, Stata, Read&Write, Pulse Secure Cento, Mathematica, and Eduroam Config.

Detailed information on services provided by the Office of Information and Technology (OIT), including Teaching & Learning Technologies, Research Support, and Information Management & Analytics, can be accessed here: <https://oit.utk.edu/>. OIT also provides technical support to assist faculty who engage in distance education (<https://oit.utk.edu/remote-it/teaching-remotely/>). In addition, the University Libraries provide document delivery services to remote UTK students, faculty, and staff as well as UT agricultural extension and research agents (<https://www.lib.utk.edu/info/distance-ed/>).

- faculty access to hardware and software (including access to specific software or other technology required for instructional programs)

As described above, faculty have the same hardware and software access as students.

- technical assistance available for students and faculty

UT OIT provides hands-on, face-to-face workshops, live Zoom workshops, Live Zoom support to assist faculty to develop online courses or use Canvas, as well as self-paced online training to assist faculty, staff, and students to leverage technology in teaching, research, and career development. Students, staff, and faculty can contact the OIT HelpDesk online to inquire about scheduling training for a group or ask for

a one-on-one consultation. OIT online testing, plagiarism, and proctoring tools are used for instructors to facilitate academic integrity assessment. OIT's media services support includes digitizing course content for online, hybrid, and live classroom delivery and includes text scanning, slide scanning, course recording, conversion, and video digitization within copyright standards. OIT helps host and manage students, staff, and faculty's video content in a single cloud-based storage solution (powered by Panopto) and share it easily through the Canvas courses or websites.

OIT provides technical assistance with various analysis methods the students, staff, and faculty need. OIT tests new releases thoroughly, teaches their use through workshops or one-on-one tutorials, and usually has more than one knowledgeable consultant available to assist students, staff, and faculty. OIT can assist students, staff, and faculty with installing it on a computer or starting it on their computers. OIT can point students, staff, and faculty towards tutorials and documentation and be able to help with importing or exporting data. In addition, UTK provides information on security tools and resources to help students, staff, and faculty prevent and mitigate possible security issues associated with online communications and to help better secure personal, teaching, and research information. OIT maintains firewalls in our data centers and many locations on campus.

- 2) Provide narrative and/or data that support the assertion that information and technology resources are sufficient or not sufficient.

The information and technology resources for the Public Health program are sufficient. According to the Association of Research Libraries (ARL), the UT Libraries ranked 23rd among public research university libraries in the United States in 2019. The ARL is a coalition of 124 major research libraries in the United States and Canada and includes the National Library of Medicine and the Library of Congress. The Chronicle of Higher Education currently ranks UT Knoxville libraries 13th in the nation for the most money spent on subscriptions, with 69% of those electronic subscriptions. In 2017, the UT libraries received the 2017 John Cotton Dana Library Public Relations Award for outstanding library public relations sponsored by the American Library Association, the H.W. Wilson Foundation, and EBSCO Information Services. Digital Media Services (DMS) at UT also provides several Information Technology services such as video production, digitization, and image or text scanning.

Overall, the technologies provided are effective, sufficient, and supported by the University OIT team, which is available at 865-974-9900 (HelpDesk) 24/7, excluding university holidays and administrative closings. All faculty and students, campus-based or remote, can use technology to enhance research, collaboration, and classroom engagement. Faculty, students, and staff can also visit the Walk-In HelpDesk in the Commons at Hodges Library for face-to-face IT support, submit a Help Request online, or Chat with the OIT HelpDesk at oit.utk.edu/chat. If a technical issue needs to be escalated, the HelpDesk will create a support ticket and an OIT specialist will follow up to provide additional support. In addition, our college has its own OIT support team to help faculty solve technical hardware/software issues encountered during teaching and research. Our college OIT staff provide timely support coming to faculty's office for onsite troubleshooting upon request.

- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The BSPH, MPH and doctoral programs are well supported by a dedicated OIT staff and the college and university level Help Desk.
- Interactive technologies for course instruction are continually reviewed, piloted, implemented, and evaluated.

Weaknesses

- None noted.

Plans

- Continue to utilize university-provided hardware, software, and technical support to foster teaching, learning, and research.

D1. MPH & DrPH Foundational Public Health Knowledge

The program ensures that all MPH and DrPH graduates are grounded in foundational public health knowledge.

The program validates MPH and DrPH students' foundational public health knowledge through appropriate methods.

- 1) Provide a matrix, in the format of Template D1-1, that indicates how all MPH and DrPH students are grounded in each of the defined foundational public health learning objectives (1-12). The matrix must identify all options for MPH and DrPH students used by the program.

Template D1-1

Content Coverage for MPH (and DrPH degrees, if applicable) (SPH and PHP)	
Content	Course number(s) & name(s) or other educational requirements*
1. Explain public health history, philosophy, and values	PUBH 509 Graduate Seminar in Public Health
2. Identify the core functions of public health and the 10 Essential Services*	PUBH 509 Graduate Seminar in Public Health
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	PUBH 509 Graduate Seminar in Public Health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	PUBH 509 Graduate Seminar in Public Health
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	PUBH 509 Graduate Seminar in Public Health
6. Explain the critical importance of evidence in advancing public health knowledge	PUBH 509 Graduate Seminar in Public Health
7. Explain effects of environmental factors on a population's health	PUBH 509 Graduate Seminar in Public Health
8. Explain biological and genetic factors that affect a population's health	PUBH 509 Graduate Seminar in Public Health
9. Explain behavioral and psychological factors that affect a population's health	PUBH 509 Graduate Seminar in Public Health
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities	PUBH 509 Graduate Seminar in Public Health
11. Explain how globalization affects global burdens of disease	PUBH 509 Graduate Seminar in Public Health
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)	PUBH 509 Graduate Seminar in Public Health

*The order in which knowledge areas are presented during seminar changes across semesters based on availability of the speaker. Please see the Syllabus (ERF1.2 PUBH 509 Syllabus) for the current order of foundational knowledge topics covered.

- 2) Provide supporting documentation that clearly identifies how the program ensures grounding in each area. Documentation may include detailed course schedules or outlines to selected modules from the learning management system that identify the relevant assigned readings, lecture topics, class activities, etc. For non-course-based methods, include web links or handbook excerpts that describe admissions prerequisites.

The Foundational Public Health Knowledge (FPHK) areas 1 – 12 are introduced and reinforced throughout the MPH curriculum. To assure consistent exposure, all MPH and identified PhD students are required to complete Graduate Seminar in Public Health (PUBH 509). The Fall Seminar class includes sessions that focus on one or more of the Foundational Public Health Knowledge areas (see ERF D1.2 PUBH 509 Syllabus). Following each of the Seminars associated with the FPHK students complete a Discussion Board post on the Canvas course site discussing each lecture. A sample discussion board prompt is included in the ERF (D1.2 PUBH 509 Discussion Board Prompt). A sample PUBH 509 Seminar lecture slide set is included in the ERF (D1.2 PUBH 509 Sample Slides).

The requirement for Seminar is included in all presentations of the MPH curriculum and applies to both the on-campus and distance education options. The program requirement for Seminar can be found on our website <https://publichealth.utk.edu/degree-programs/mph/foundation/>, in the Graduate Catalog https://catalog.utk.edu/preview_program.php?catoid=44&pooid=26632&returnto=8613, and the DPH Graduate Handbook (see ERF D1.2 Graduate_Handbook_2023-24)

- 3) If applicable, assessment of strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- Graduate Seminar is used to assure exposure to the specific knowledge areas. They are integrated throughout the curriculum.

Weaknesses

- None noted

Plans

- Maintain the use of Graduate Seminar in Public Health to present the Foundational Public Health Knowledge areas to meet the associated objectives.
- Continue to use the Discussion posts and Comprehensive exam to assess comprehension.

D2. MPH Foundational Competencies

The program documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each competency, during which faculty or other qualified individuals (e.g., teaching assistants or other similar individuals without official faculty roles working under a faculty member's supervision) validate the student's ability to perform the competency.

Assessment opportunities may occur in foundational courses that are common to all students, in courses that are required for a concentration or in other educational requirements outside of designated coursework, but the program must assess *all* MPH students, at least once, on each competency. Assessment may occur in simulations, group projects, presentations, written products, etc. This requirement also applies to students completing an MPH in combination with another degree (e.g., joint, dual, concurrent degrees).

Since the unit must demonstrate that all students perform all competencies, units must define methods to assess individual students' competency attainment in group projects. Also, assessment should occur in a setting other than an internship, which is tailored to individual student needs and designed to allow students to practice skills previously learned in a classroom. Additionally, assessment must occur outside of the integrative learning experience (see Criterion D7), which is designed to integrate previously attained skills in new ways.

These competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas.

- 1) List the coursework and other learning experiences required for the program's MPH degrees, including the required curriculum for each concentration. Information may be provided in the format of Template D2-1 (single- and multi-concentration formats available) or in hyperlinks to student handbooks or webpages, but the documentation must present a clear depiction of the requirements for each MPH degree.

Template D2-1

Requirements for MPH degree, Community Health Education Concentration		
Course number	Course name	Credits (if applicable)
Required courses (foundation and concentration)		
PUBH 509	Graduate Seminar in Public Health	2
PUBH 510	Environmental Health	3
PUBH 520	Health Systems, Policy and Leadership	3
PUBH 530	Biostatistics	3
PUBH 537	Fundamentals of Program Evaluation	3
PUBH 540	Epidemiology	3
PUBH 552	Assessment and Planning	3
PUBH 536	Research Methods in Public Health	3
PUBH 555	Health and Society	3
PUBH 556	Grant Proposal Writing for Health and Social Programs	4
APE & ILE courses (as applicable)		
PUBH 587	Applied Practice Experience (APEX)	6
Electives (as applicable)		

Electives	<i>Insert total number of credits in the last column</i>	6
Requirements for degree completion not associated with a course (if applicable) ^		
	Comprehensive Exam (ILE)	
	TOTAL CREDITS	42

Requirements for MPH degree, Epidemiology Concentration		
Course number	Course name	Credits (if applicable)
Required courses (foundation and concentration)		
PUBH 509	Graduate Seminar in Public Health	2
PUBH 510	Environmental Health	3
PUBH 520	Health Systems, Policy and Leadership	3
PUBH 530	Biostatistics	3
PUBH 537	Fundamentals of Program Evaluation	3
PUBH 540	Epidemiology	3
PUBH 552	Assessment and Planning	3
PUBH 536	Research Methods in Public Health	3
PUBH 541	Student Outbreak Rapid Response Training	1
PUBH 531	Advanced Biostatistics	3
PUBH 542	Advanced Epidemiology in Public Health	3
APE & ILE courses (as applicable)		
PUBH 587	Applied Practice Experience (APEX)	6
Electives (as applicable)		
Electives	<i>Insert total number of credits in the last column</i>	6
Requirements for degree completion not associated with a course (if applicable) ^		
	Comprehensive Exam (ILE)	
	TOTAL CREDITS	42

Requirements for MPH degree, Health Policy & Management Concentration		
Course number	Course name	Credits (if applicable)
Required courses (foundation and concentration)		
PUBH 509	Graduate Seminar in Public Health	2
PUBH 510	Environmental Health	3
PUBH 520	Health Systems, Policy and Leadership	3
PUBH 530	Biostatistics	3
PUBH 537	Fundamentals of Program Evaluation	3
PUBH 540	Epidemiology	3
PUBH 552	Assessment and Planning	3
PUBH 525	Financial Management of Health Programs	3
PUBH 527	Healthcare Organizations: Behavior and Management	4

PUBH 528	Policy, Systems, and Environmental Change for Public Health Practitioners	3
APE & ILE courses (as applicable)		
PUBH 587	Applied Practice Experience (APEX)	6
Electives (as applicable)		
Electives	<i>Insert total number of credits in the last column</i>	6
Requirements for degree completion not associated with a course (if applicable) ^		
	Comprehensive Exam (ILE)	
	TOTAL CREDITS	42

Requirements for MPH degree, Nutrition Concentration (beginning in Fall 2023)		
Course number	Course name	Credits (if applicable)
Required courses (foundation and concentration)		
PUBH 509	Graduate Seminar in Public Health	2
PUBH 510	Environmental Health	3
PUBH 520	Health Systems, Policy and Leadership	3
PUBH 530	Biostatistics	3
PUBH 537	Fundamentals of Program Evaluation	3
PUBH 540	Epidemiology	3
PUBH 552	Assessment and Planning	3
NUTR 503	Community Nutrition Assessment	2
NUTR 531	Nutrition Fundamentals	1
NUTR 504	Community Nutrition Intervention and Evaluation	2
NUTR 507	Intro to Theories of Health Behavior Change in Public Health Nutrition	3
NUTR 510	Applied Human Nutrition	3
NUTR 514	Advanced Community Nutrition Practicum	2
NUTR 540	Public Policy in Action	3
APE & ILE courses (as applicable)		
NUTR 587 (cross-listed with PUBH 587)	Applied Practice Experience (APEX)	6
Requirements for degree completion not associated with a course (if applicable) ^		
	Comprehensive Exam (ILE)	
	TOTAL CREDITS	42

Requirements for MPH degree, Veterinary Public Health Concentration		
Course number	Course name	Credits (if applicable)
Required courses (foundation and concentration)		
PUBH 509	Graduate Seminar in Public Health	2
PUBH 510	Environmental Health	3
PUBH 520	Health Systems, Policy and Leadership	3

PUBH 530	Biostatistics	3
PUBH 537	Fundamentals of Program Evaluation	3
PUBH 540	Epidemiology	3
PUBH 552	Assessment and Planning	3
CEM 506	One Health	3
CEM 611	Journal Club in Emerging Infectious Diseases	1
CEM 507 or CEM 508	Epidemiology of Vector-Borne, Bacterial, and Viral Zoonotic Diseases Epidemiology of Parasitic, Food-borne, and Bacterial Zoonotic Diseases	3
APE & ILE courses (as applicable)		
PUBH 587	Applied Practice Experience (APEX)	6
Electives (as applicable)		
Electives	<i>Insert total number of credits in the last column</i>	9
Requirements for degree completion not associated with a course (if applicable) ^		
	Comprehensive Exam (ILE)	
	TOTAL CREDITS	42

- 2) List the required curriculum for each combined degree option in the same format as above, clearly indicating (using italics or shading) any requirements that differ from MPH students who are not completing a combined degree.

Requirements for DVM-MPH degree, Veterinary Public Health Concentration		
Course number	Course name	Credits (if applicable)
Required courses (foundation and concentration)		
PUBH 509	Graduate Seminar in Public Health	2
PUBH 510	Environmental Health	3
PUBH 520	Health Systems, Policy and Leadership	3
PUBH 530	Biostatistics	3
PUBH 537	Fundamentals of Program Evaluation	3
PUBH 540	Epidemiology	3
PUBH 552	Assessment and Planning	3
CEM 506	One Health	3
CEM 611	Journal Club in Emerging Infectious Diseases	1
CEM 507 or CEM 508	Epidemiology of Vector-Borne, Bacterial, and Viral Zoonotic Diseases Epidemiology of Parasitic, Food-borne, and Bacterial Zoonotic Diseases	3
APE & ILE courses (as applicable)		
PUBH 587	Applied Practice Experience	6
(ILE)	Comprehensive Exam	

Electives (as applicable)		
Electives	<i>Insert total number of credits in the last column</i>	9
Requirements for degree completion not associated with a course (if applicable) ^		
	Comprehensive Exam	
	TOTAL CREDITS	42

MS (Nutrition)-MPH students complete either Community Health Education or Health Policy and Management concentration. As such, all requirements are the same as stated. In lieu of PUBH 587, students take NUTR 547: Nutrition Field Experiences (3-9 credits).

- 3) Provide a matrix, in the format of Template D2-2, that indicates the assessment activity for each of the foundational competencies listed above (1-22). If the program addresses all of the listed foundational competencies in a single, common core curriculum, the program need only present a single matrix. If combined degree students do not complete the same core curriculum as students in the standalone MPH program, the program must present a separate matrix for each combined degree. If the program relies on concentration-specific courses to assess some of the foundational competencies listed above, the program must present a separate matrix for each concentration.

Template D2-2

Assessment of Competencies for MPH (all concentrations)		
Competency	Course number(s) and name(s)*	Describe specific assessment opportunityⁿ
Evidence-based Approaches to Public Health		
1. Apply epidemiological methods to settings and situations in public health practice	PUBH 540: Epidemiology	Homework 2: Outbreak investigation activity: This assignment provides students with the opportunity to apply the information from the lesson to investigate a fictitious outbreak in the community. (See PUBH 540 Syllabus p. 20 in ERF)
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	PUBH 540: Epidemiology (quantitative data) PUBH 537: Program Evaluation (qualitative data)	Epidemiology: Homework 7: Develop a hypothetical epidemiologic study: For this assignment students will apply their knowledge of research study designs to develop an epidemiologic study related to a health topic of their choice. (See PUBH 540 Syllabus p. 32 in ERF) Program Evaluation: Individual Assignment #2: For this assignment, students will develop a data collection plan for the class evaluation project. The final report will be used to create the mid-term stakeholder update

		<p>presentation and will be referred to as we collect and analyze data in the second half of the semester. (See PUBH 537 Syllabus p. 19 in ERF)</p>
<p>3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate</p>	<p><i>PUBH 530: Biostatistics (quantitative data)</i></p> <p><i>PUBH 537: Program Evaluation (qualitative data)</i></p>	<p>Biostatistics: SPSS Project This project entails describing and defining a health-related research question, analyzing individual level data, and making relevant inferences. Your health-related research question must be formulated into 4 clearly stated and testable hypotheses. The project will be reported in written form using scientific methodology.</p> <p>(See PUBH 530 Syllabus p. 19 in ERF)</p> <p>Program Evaluation: Individual Assignment 7: Written summary of data analysis and results: This multi-week activity will provide students with the opportunity to perform the steps necessary to complete a quantitative and qualitative data analysis.</p> <p>(See PUBH 537 Syllabus p. 23 in ERF)</p>
<p>4. Interpret results of data analysis for public health research, policy or practice</p>	<p><i>PUBH 530: Biostatistics</i></p>	<p>Biostatistics: SPSS Project This project entails describing and defining a health-related research question, analyzing individual level data, and making relevant inferences. Your health-related research question must be formulated into 4 clearly stated and testable hypotheses. The project will be reported in written form using scientific methodology.</p> <p>(See PUBH 530 Syllabus p. 19 in ERF)</p>
<p>Public Health & Health Care Systems</p>		

<p>5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings</p>	<p><i>PUBH 520: Health Systems, Policy & Leadership</i></p>	<p>Health system comparison: This assignment has students looking at TN, the US and healthcare systems around the world and comparing characteristics, outcomes, and structure.</p> <p>(See PUBH 520 Syllabus p. 11 in ERF)</p>
<p>6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels</p>	<p><i>PUBH 552: Assessment and Planning</i></p>	<p>Underserved populations learning activity: The purpose of this activity is for students to learn about the experiences of someone from a group that has historically been economically or socially marginalized as the person seeks to maintain their health, given the realities of the environment and community in which they live</p> <p>(See PUBH 552 Syllabus p. 5 in ERF)</p>
<p>Planning & Management to Promote Health</p>		
<p>7. Assess population needs, assets, and capacities that affect communities' health</p>	<p><i>PUBH 552: Assessment and Planning</i></p>	<p>Introduction/needs assessment section of the program development proposal: In groups of 3-4 students, the final project will be a planned intervention or program guided by theory and empirical literature. This is to be a synthesis of the concepts and theories covered throughout the semester to include rationale, logic model, systems-thinking tools, planning, budgeting, marketing & recruitment, implementing and evaluating the program/intervention.</p> <p>Students complete a "self and peer evaluation" for the group project to identify which areas were completed by which team member. All students are instructed that they must collaborate on the needs assessment portion of the final project, and this collaboration is reflected in the evaluation assessment.</p> <p>(See PUBH 552 Syllabus p. 7 & 16 in ERF)</p>

<p>8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs</p>	<p>PUBH 537: Program Evaluation</p>	<p>Individual Assignment 5: Students will complete a cultural humility course and submit a reflective writing exercise describing the role that cultural values and bias may influence evaluation design.</p> <p>(See PUBH 537 Syllabus p. 25 in ERF)</p>
<p>9. Design a population-based policy, program, project, or intervention</p>	<p>PUBH 552: Assessment and Planning</p>	<p>Final program development proposal: In groups of 3-4 students, the final project will be a planned intervention or program guided by theory and empirical literature. This is to be a synthesis of the concepts and theories covered throughout the semester to include rationale, logic model, systems-thinking tools, planning, budgeting, marketing & recruitment, implementing and evaluating the program/intervention.</p> <p>Students complete a “self and peer evaluation” for the group project to identify which areas were completed by which team member. All students are instructed that they must collaborate on all portions of the final project, and this collaboration is reflected in the evaluation assessment.</p> <p>(See PUBH 552 Syllabus p. 7 & 16 in ERF)</p>
<p>10. Explain basic principles and tools of budget and resource management¹</p>	<p>PUBH 552: Assessment and Planning</p>	<p>Budget Assignment Each project group member will design and submit a budget for the final project using the template provided.</p> <p>(See PUBH 552 Syllabus p. 8 & 16 in ERF)</p>
<p>11. Select methods to evaluate public health programs</p>	<p>PUBH 537: Program Evaluation</p>	<p>Individual Assignment 2: Students will create evaluation questions tailored to the community program that might be used for various types of evaluations. Students will then select evaluation questions suitable for the course evaluation project.</p> <p>(See PUBH 537 Syllabus p. 28 in ERF)</p>

Policy in Public Health		
12. Discuss the policy-making process, ² including the roles of ethics and evidence	<i>PUBH 520: Health Systems, Policy & Leadership</i>	Assignment: Making the plan policy. Each student will take one component of a proposed health initiative through the CDC Policy Process. (See PUBH 520 Syllabus p. 12 in ERF)
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	<i>PUBH 510: Environmental Health</i>	Group Project Presentation – students will propose recommendations for policy change and will identify stakeholders and build coalitions and partnerships to influence public health outcomes (See PUBH 510 Syllabus p. 6 and Group Presentation Rubric in ERF)
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations ³	<i>PUBH 510: Environmental Health</i>	Advocacy Assignment - Students will write and send a letter to a legislator. They will (1) identify a bill (state or federal level) on an environmental issue and (2) write a concise letter to the legislator(s) to advocate for policies and programs using data/literature to influence legislator(s) decisions regarding issues and pending legislation that affects our environment. Environmental movements in Asia: Local Dimensions of 'Global' Environmental Debates Exchanges of Correspondence (See PUBH 510 Syllabus p. 5 in ERF)
15. Evaluate policies for their impact on public health and health equity	<i>PUBH 510: Environmental Health</i>	Group Project Presentation – students will evaluate the impact of a policy (federal, state or local level) on economic development, environmental protection and/or environmental justice. Students need to (1) understand a selected policy including why it is highly controversial; (2) predict the policy effects, including assessing the likelihood that the target group (e.g.,

		<p>individual, a group of local communities, companies or countries) will change its behavior in order for such a change to take place.</p> <p>Students complete a “Self and Peer Evaluation” for the group project to identify each member’s engagement, communication and contribution to the project.</p> <p>(See PUBH 510 Syllabus p. 6 and Group Presentation Rubrics in ERF)</p>
Leadership		
16. Apply leadership and/or management principles to address a relevant issue ⁴	PUBH 520: Health Systems, Policy & Leadership	<p>Final reflection paper detailing leadership principles that were applied during the health initiative planning process, at which stage of the process these principles were applied and how effective these principles were.</p> <p>(See PUBH 520 Syllabus p. 13 in ERF)</p>
17. Apply negotiation and mediation skills to address organizational or community challenges ⁵	PUBH 520: Health Systems, Policy & Leadership	<p>Final reflection paper detailing how and when negotiation techniques were applied throughout the health initiative planning process and how these negotiations influenced the overall final initiative.</p> <p>(See PUBH 520 Syllabus p. 13 in ERF)</p>
Communication		
18. Select communication strategies for different audiences and sectors	PUBH 537: Program Evaluation	<p>Individual Assignment 8: This assignment will provide students with the opportunity to create health education materials related to the program for use by professionals and families who may choose to use the program</p> <p>(See PUBH 537 Syllabus p. 31 in ERF)</p>
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation	PUBH 540: Epidemiology	<p>Surveillance Project: Students will research a data source and create a presentation (10 minutes maximum).</p>

		<p>(See PUBH 540 Syllabus p. 35 in ERF)</p> <p>Communications Project: Students will work individually to create communication tools that present audience-appropriate and culturally competent public health content to two unique populations. Students will choose a topic of interest and related epidemiologic study, then create a scientific poster (target audience: epidemiologists, researchers, scientists) and a plain language summary in the form of a fact sheet, brochure, or infographic (target audience varies, but some part of the general population).</p> <p>(See PUBH 540 Syllabus p. 39 in ERF)</p>
<p>20. Describe the importance of cultural competence in communicating public health content</p>	<p>PUBH 540: Epidemiology</p>	<p>Communications Project: Students will work individually to create communication tools that present audience-appropriate and culturally competent public health content to two unique populations. Students will choose a topic of interest and related epidemiologic study, then create a scientific poster (target audience: epidemiologists, researchers, scientists) and a plain language summary in the form of a fact sheet, brochure, or infographic (target audience varies, but some part of the general population).</p> <p>(See PUBH 540 Syllabus p. 39 in ERF)</p>
Interprofessional Practice		
<p>21. Integrate perspectives from other sectors and/or professions to promote and advance population health⁶</p>	<p>PUBH 520: Health Systems, Policy & Leadership</p>	<p>Leadership Interview Students will be assigned a leadership role at the beginning of the semester and interview someone holding that position. In addition to the interview, students will write a reflection paper that includes</p>

		<p>impressions, thoughts on the role, what you learned about leadership, how this person applies principles of leadership and/or management in their role and how this experience might inform your position in your group's health initiative.</p> <p>(See PUBH 520 Syllabus p. 10 in ERF)</p>
Systems Thinking		
<p>22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative⁷</p>	<p>PUBH 552: Assessment and Planning</p>	<p>Fishbone diagram assignment Each project group member will design and submit a fishbone diagram for the final project using the template provided.</p> <p>(See PUBH 552 Syllabus p. 8 & 16 in ERF)</p>

4) Provide supporting documentation for each assessment activity listed in Template D2-2. Documentation should include the following, as relevant, for each listed assessment:

- assignment instructions or guidelines as provided to students
- writing prompts provided to students
- sample exam question(s)

Supporting documentation in ERF D2.4 includes:

- D2.4 PUBH 510 Syllabus Project Rubric
- D2.4 PUBH 510 Self and Peer Evaluation Rubric
- D2.4 PUBH 520 Negotiation Reflection Paper
- D2.4 PUBH 552 Self and Peer Evaluation Rubric

Assessment details from other courses are in the syllabi. See below.

5) Include the most recent syllabus from each course listed in Template D2-1, or written guidelines, such as a handbook, for any required elements listed in Template D2-1 that do not have a syllabus.

- PUBH 510 Syllabus (ERF: D2.5 PUBH 510 Syllabus)
- PUBH 520 Syllabus (ERF: D2.5 PUBH 520 Syllabus)
- PUBH 530 Syllabus (ERF: D2.5 PUBH 530 Syllabus)
- PUBH 537 Syllabus (ERF: D2.5 PUBH 537 Syllabus)
- PUBH 540 Syllabus (ERF: D2.5 PUBH 540 Syllabus)
- PUBH 552 Syllabus (ERF: D2.5 PUBH 552 Syllabus)

6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- A review of all syllabi by MPH program director to ensure CEPH competencies are being met each semester.
- Syllabi are kept in a central location on our department's shared drive so all faculty and staff have access to them. This allows for newly hired faculty members to reference previous syllabi for existent courses.
- A Distance Education (DE) Program Director position was created in Summer 2023 that will work alongside the MPH Program Director to ensure consistency among DE and Campus-based courses. This will assist in ensuring CEPH competencies and associated assessments are comparable and relevant among foundation courses regardless of delivery modality (online vs. in person).

Weakness

- With the addition of the Distance Education program, ensuring similar and complimentary assessments of each competency can be challenging while allowing academic freedom and integrity. This has required extra work and increased communication among faculty teaching courses with differing modalities (campus-based vs. distance education).

Plan

- The DE Coordinator and Program Director plan to review foundation course syllabi each academic year to ensure consistency among modalities.

D3. DrPH Foundational Competencies

Not applicable

D4. MPH & DrPH Concentration Competencies

The program defines at least five distinct competencies for each concentration or generalist degree at each degree level. These competencies articulate the unique set of knowledge and skills that justifies awarding a degree in the designated concentration (or generalist degree) and differentiates the degree offering from other concentrations offered by the unit, if applicable.

The list of competencies may expand on or enhance foundational competencies, but, in all cases, including generalist degrees, the competency statements must clearly articulate the additional depth provided beyond the foundational competencies listed in Criteria D2 and D3.

The program documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each defined competency, during which faculty or other qualified individuals validate the student's ability to perform the competency.

Except for cases in which a program offers only one MPH or one DrPH concentration in the unit of accreditation, assessment opportunities must occur in the didactic courses that are required for the concentration.

If the program intends to prepare students for a specific credential (e.g., CHES/MCHES) that has defined competencies, the program documents coverage and assessment of those competencies throughout the curriculum.

- 1) Provide a matrix, in the format of Template D4-1, that lists at least five competencies in addition to those defined in Criterion D2 or D3 for each MPH or DrPH concentration or generalist degree, including combined degree options, and indicates at least one assessment activity for each of the listed competencies. Typically, the program will present a separate matrix for each concentration.

Template D4-1

Assessment of Competencies for MPH in Community Health Education (CHE) Concentration		
Competency	Course number(s) and name(s)	Describe specific assessment opportunity ⁿ
1. Demonstrates how fundamental social causes of health and disease produce differences in health and health inequity in specific health outcomes.	PUBH 555: Health and Society	Final Health Disparities Paper (Social Etiology Section): This section will involve describing what is known about the social etiology (social causes) of the health condition. You will describe the primary behavioral and social determinants documented by peer-reviewed, published, research articles. You will describe why some subgroups experience a higher or lower prevalence compared to the referent group. (See PUBH 555 Syllabus pgs. 11-12 in ERF)
2. Identifies strategies designed to reduce structural bias and social	PUBH 555: Health and Society	Final Health Disparities Paper (Conclusion): In the

<p>inequities that produce health disparities.</p>		<p>conclusion, summarize your findings and identify remaining questions and make recommendations for future interventions or public health practice that could resolve gaps and address the disparity. Students should identify a minimum of 2 strategies that may reduce the structural bias and/or social inequities that produced the selected health disparity(ies) in your priority population.</p> <p>(See PUBH 555 Syllabus pgs. 11-12 in ERF)</p>
<p>3. Designs health education communications for specific public health issues and target audiences using appropriate channels and technologies.</p>	<p>PUBH 555: Health and Society</p>	<p>Public Service Announcement Assignment: Students will create and present a 1-1.5 minute public service announcement (PSA) that promotes or advocates support for the health condition selected for the final paper. The PSA should be formatted for and marketed to your priority population.</p> <p>(See PUBH 555 Syllabus p. 12 in ERF)</p>
<p>Applies ethical principles to public health program planning, research, or implementation.</p>	<p>PUBH 536: Research Methods in Health</p>	<p>Ethics reflection paper: The reflection paper will focus on a more practical application of ethical research. Each student will write a reflection paper that should explain a key ethical issue and/or challenge in a published research study and provide a solution to the ethical issue(s) presented.</p> <p>(See PUBH 536 Syllabus p. 5 and PUBH 536 Ethics Reflection Paper Rubric in ERF)</p>
<p>5. Prepares a high-quality program grant proposal.</p>	<p>PUBH 556: Grant Writing</p>	<p>Grant Proposal Project: Each student prepares a grant proposal in response to a specific Request for Proposal (RFP).</p>

		(See PUBH 556 Syllabus p. 7 in ERF)
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Assessment of Competencies for MPH in Epidemiology (EPI) Concentration		
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Competency	Course number(s) and name(s)	Describe specific assessment opportunityⁿ
1. Selects appropriate study design(s) to investigate a public health concern given the strengths, limitations, and feasibility of the design(s).	PUBH 536: Research Methods in Health	<p>Research Plan Assignment: The Research Plan will explicitly describe a proposed research plan. Students may choose to utilize quantitative or qualitative research methods for this project and must justify their approach. Teams of 2-3 students will be responsible for conducting a literature review on a chosen topic, describing the research methodology, and creating a measurement instrument.</p> <p>Students complete a “teamwork evaluation” for the group project to ensure whole group participation. All students are instructed that they must collaborate on all portions of the final project, including the research poster, and this collaboration is reflected in the teamwork evaluation assessment.</p> <p>(See PUBH 536 Syllabus p. 5-6 in ERF)</p>
2. Critiques epidemiologic scientific literature.	PUBH 542: Epidemiology II	<p>Written Assignment: Students will pick a research paper to evaluate and critique. This assignment will require the students to choose a published paper (options given by instructor) that may have biased results, explain the type of bias, identify its source, and recommend possible measures to minimize it.</p> <p>(See PUBH 542 Syllabus p. 5 and PUBH 542 Written Assignment Instruction in ERF)</p>

<p>3. Applies epidemiologic methods to develop models predicting disease or exposure</p>	<p>PUBH 531: Biostatistics II</p>	<p>Final Exam (See PUBH 531 Final Exam in ERF)</p>
<p>4. Demonstrates proficiency in intermediate epidemiologic methods and principles.</p>	<p>PUBH 542: Epidemiology II</p>	<p>Midterm and Final Exam: These exams will be a timed, open-book exam that includes a mixture of multiple choice, short answer calculations, true/false, matching, and essay questions. The midterm will cover all materials presented in the course through the midpoint of the semester, from readings and lecture materials to homework and group discussion materials. The final will cover all material presented in the course, from readings and lecture materials to homework and group presentation materials. (See PUBH 542 Syllabus p. 5 and PUBH 542 Testbank Qs Comprehensive Questions on p. 3, 5, and 11 in ERF)</p>
<p>5. Conducts a reproducible data analysis project.</p>	<p>PUBH 531: Biostatistics II</p>	<p>Group Statistical Consulting Project (SCP): This project will entail working with your consulting group to help a clinical investigator client to: define a health-related research question in terms of objectives and testable hypotheses, identifying appropriate data sets and variables within the given parameters, developing a comprehensive statistical analysis plan that includes advanced statistical techniques, reviewing the literature, conducting an original quantitative data analysis, making relevant inference and appropriate interpretations based on the analysis, identifying key strengths and limitations of the analysis, and include with a discussion of the implications of these results</p>

		to public health practice and future research. (See PUBH 531 Syllabus pgs.5-6 and PUBH 531 SCP Project Rubric in ERF)
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Assessment of Competencies for MPH in Health Policy & Management (HPM) Concentration		
Competency	Course number(s) and name(s)	Describe specific assessment opportunityⁿ
1. Apply the policy-making process to improve population health.	PUBH 528: Policy, Systems, and Environmental Change	Final Exam: Essay Question #1 (See PUBH 528 Final Exam in ERF)
2. Apply the principles of evidence-based public health in practice or policy formulation.	PUBH 528: Policy, Systems, and Environmental Change	Final Exam: Essay Question #2 (See PUBH 528 Final Exam in ERF)
3. Apply appropriate strategic management approaches to improve the performance of healthcare organizations.	PUBH 527: Healthcare Organization: Behavior and Management	Final Exam Essay Question #2 (See PUBH 527 Final Exam in ERF)
4. Apply quality improvement or performance management concepts to organizational planning and management.	PUBH 527: Healthcare Organization: Behavior and Management	Final Exam: Essay Question #3 (See PUBH 527 Final Exam in ERF)
5. Assess the value of existing or proposed programs, services or policies using financial management measures.	PUBH 525: Financial Management of Health Programs	Case Study #1: Modules 1-4 contain questions surrounding the interpretation of cost data to evaluate programs and organizations Case Study #2: Modules 6-9 contain questions on net present value and discounting to inform investment decisions Case Study #3: Modules 12-13 require selection of methods to evaluate performance of a program and determine the value of its continuation (See PUBH 525 Case Study Discussion Questions and Rubrics in ERF)

Assessment of Competencies for MPH in Veterinary Public Health (VPH) Concentration		
Competency	Course number(s) and name(s)	Describe specific assessment opportunityⁿ
1. Assess health related benefits and/or risks to individuals and	CEM 507: Epidemiology of Vector-Borne, Bacterial,	CEM 507: Cat Scratch Disease

<p>communities associated with zoonotic or emerging diseases, the human-animal bond, foodborne illness and/or injuries associated with animals.</p>	<p>and Viral Zoonotic Diseases</p> <p>CEM 508: Epidemiology of Parasitic, Food-borne, and Bacterial Zoonotic Diseases</p>	<p>Assignment: Students will read an article and set up a table with differing categories for risk (high, medium, low) for exposure to CSD, who would fit in the different categories, and what precautions should be taken to prevent disease. Students will also read a study and create a 1-page handout to educate primary care physicians on the findings so that diagnosis and treatment of CSD cases can be improved.</p> <p>(See CEM 507 Syllabus p.2-3 in ERF)</p> <p>CEM 508: Colibacillosis Assignment: Investigate and discuss the pros and cons of irradiating foods for human consumption. Include types of irradiations used, safety issues, psychological issues, waste products, and foods currently irradiated. Also address the application of irradiation for the prevention of food borne illness due specifically to E. coli O157:H7.</p> <p>(See CEM 508 Syllabus p. 2-3 and CEM 508 Colibacillosis assignment in ERF)</p>
<p>2. Communicate health benefits and/or risks to individuals and communities associated with zoonotic or emerging diseases, the human-animal bond, foodborne illness and/or injuries associated with animals.</p>	<p>CEM 507: Epidemiology of Vector-Borne, Bacterial, and Viral Zoonotic Diseases</p> <p>CEM 508: Epidemiology of Parasitic, Food-borne, and Bacterial Zoonotic Diseases</p>	<p>CEM 507: Arbovirus Assignment: You are an employee of the County Health Department responsible for surveillance and control of arboviral disease. In the event of an outbreak of arboviral disease in people, determine what precautions you would recommend to the public under various scenarios. Address your recommendations for individual citizens (the public) and recommendations for actions to be taken by the local government.</p> <p>(See CEM 507 Syllabus p. 3 in ERF)</p>

		<p>CEM 508: Anthrax Assignment: Assume you are a veterinary public health officer in Canada, and you are asked to comment on the occurrence of anthrax in bison. Prepare a one-page summary of the steps that should be taken in the event of an emergency and make a one-page handout for people living in that area to explain important aspects of the disease.</p> <p>(See CEM 508 Syllabus p. 3 and CEM 508 Anthrax assignment in ERF)</p>
<p>3. Apply techniques of surveillance, recognition, prevention, control and/or management of infectious diseases, including zoonotic or emerging diseases, food borne illnesses, and/or potential bio- or agroterrorism agents.</p>	<p>CEM 507: Epidemiology of Vector-Borne, Bacterial, and Viral Zoonotic Diseases</p> <p>CEM 508: Epidemiology of Parasitic, Food-borne, and Bacterial Zoonotic Diseases</p>	<p>CEM 507: Lyme Assignment: Design a study that would provide public health officials with information on tick species associated with the incidental host of your choice (human or animal). Include details of resources (staff, equipment, databases, etc.) you would need to implement your study.</p> <p>(See CEM 507 Syllabus p. 3-4 in ERF)</p> <p>CEM 508: Listeriosis Assignment: You're an epidemiologist at a local health department and you received a report that <i>Listeria monocytogenes</i> has been cultured from the blood of a 70-year-old male nursing home resident on immunosuppressive medication for cancer. The attending physicians has made a diagnosis of septicemia. List the steps that you would take to identify additional cases both inside and outside of the nursing home and design a questionnaire to be filled out by nursing home residents and staff in an effort to uncover risk factors for the presence of L.</p>

		<p>monocytogenes and a potential source of infection.</p> <p>(See CEM 508 Syllabus p. 3-4 in ERF)</p>
<p>4. Evaluate programs and/or policy that aim to improve human health by fostering the human-animal bond or by reducing foodborne illness, zoonotic or emerging diseases, or hazards associated with animals.</p>	<p>CEM 506: One Health</p>	<p>Dog Bite Assignments:</p> <p>BSL Assignment: Using the provided resources and additional ones you locate, explain what breed specific legislation is and whether evidence shows that it is effective in reducing dog bites in communities.</p> <p><i>Rabies Assignment:</i> Using the provided resources and additional ones you locate, are the most recent changes in how to handle dogs and cats that are overdue for rabies vaccines justified? Explain your answer.</p> <p>(See CEM 506 Syllabus p. 2 in ERF)</p>
<p>5. Describe the role of the federal government in ensuring the safety of foods of animal origin.</p>	<p>CEM 506: One Health</p>	<p>Food Safety Policy Assignment: Using the provided resources and additional ones you locate, describe the role of the USDA, FDA, and NOAA in food inspection. Describe what HACCP is and how it is applied to food safety and security. Lastly, provide an overview of FSMA and describe any shortcomings of the legislation.</p> <p>(See CEM 506 Syllabus p. 3 in ERF)</p>

Assessment of Competencies for MPH in Nutrition (NUTR) Concentration – beginning Fall 2023		
Competency	Course number(s) and name(s)	Describe specific assessment opportunityⁿ
<p>1. Conducts a community nutrition needs assessment</p>	<p>NUTR 503: Community Nutrition Assessment</p>	<p>Community Nutrition Needs Assessment Assignment: In teams, students will work collaboratively to assess the needs of the community based on the needs of</p>

		<p>community partners. Upon completion of the paper, each student will complete and submit peer- and self-evaluations.</p> <p>(See NUTR 503 Syllabus p. 4, NUTR 503 Needs Assessment Paper & Rubric in ERF)</p>
2. Plans, implements, and evaluates a service, intervention, or outreach activity	NUTR 504: Community Nutrition Intervention and Evaluation	<p>Grant Proposal Assignment: Students will prepare a community grant proposal to include a cover letter, narrative, evaluation plan, and budget. Upon completion of the proposal, each student will complete and submit peer- and self-evaluations.</p> <p>(See NUTR 504 Syllabus, NUTR 504 Grant Proposal & Rubric in ERF)</p>
3. Uses principles of behavioral health to design culturally appropriate services, interventions, or activities to improve the nutrition-related health of communities	NUTR 507: Introduction to Theories of Health Behavior Change in Public Health Nutrition	<p>Intervention Video: Students design a hypothetical intervention (that is focused on changing behavior) and incorporate the week's topic and make a 5-minute recorded presentation explaining the intervention you designed for the week.</p> <p>(See NUTR 507 Syllabus p. 4 and NUTR 507 Intervention Rubric in ERF)</p>
4. Demonstrates proficiency in detailing the link between human nutrition and health	NUTR 510: Applied Human Nutrition	<p>Final Project: Students select a micronutrient, a priority population, and a federal nutrition program and describe how the micronutrient could result in health outcomes for their chosen population. Assignment is done in 3 sections, including designing a lesson plan to educate the priority population on their chosen micronutrient.</p> <p>(See NUTR 510 Syllabus p. 9 and NUTR 510 Final Project Rubric in ERF)</p>

5. Designs and disseminates a policy brief on a current nutrition-related topic	NUTR 540: Public Health Policy in Action	<p>Policy Brief Assignment: Students write a 3-5 page policy brief on a nutrition-related topic of choice. Students then present the policy brief in class. Upon completion of the policy brief, each student will complete and submit peer- and self-evaluations.</p> <p>(See NUTR 540 Syllabus, NUTR 540 Policy Brief & Rubric in ERF)</p>
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- 2) For degrees that allow students to tailor competencies at an individual level in consultation with an advisor, the program must present evidence, including policies and sample documents, that demonstrate that each student and advisor create a matrix in the format of Template D4-1 for the plan of study. Include a description of policies in the self-study document and at least five sample matrices in the electronic resource file.

N/A

- 3) Provide supporting documentation for each assessment activity listed in Template D4-1. Documentation should include the following, as relevant, for each listed assessment:
- assignment instructions or guidelines as provided to students
 - writing prompts provided to students
 - sample exam question(s)

ERF D4.3 CHE Concentration:

PUBH 536 Syllabus
PUBH 536 Evaluation Rubric
PUBH 536 Ethics Reflection Paper Rubric
PUBH 555 Syllabus
PUBH 556 Syllabus

ERF D4.3 EPI Concentration:

PUBH 531 Syllabus
PUBH 531SCP Project Rubric
PUBH 536 Syllabus
PUBH 536 Evaluation Rubric
PUBH 536 Ethics Reflection Paper Rubric
PUBH 542 Syllabus
PUBH 542 Course Schedule
PUBH 542 Testbank Qs
PUBH 542 Written Assignment

ERF D4.3 HPM Concentration:

PUBH 525 Syllabus
PUBH 525 Case Study Discussion Questions and Rubrics
PUBH 527 Syllabus
PUBH 527 Final Exam
PUBH 528 Syllabus

PUBH 528 Final Exam

ERF D4.3 VPH Concentration:

CEM 506 Syllabus
CEM 507 Syllabus
CEM 508 Syllabus
CEM 508 Colibacillosis assignment
CEM 508 Anthrax assignment

ERF D4.3 NUTR Concentration:

NUTR 503 Syllabus
NUTR 503 Needs Assessment Paper and Rubric
NUTR 504 Syllabus
NUTR 504 Grant Proposal and Rubric
NUTR 507 Syllabus
NUTR 507 Intervention Rubric
NUTR 510 Syllabus
NUTR 510 Final Project Rubric
NUTR 540 Syllabus
NUTR 540 Policy Brief and Rubric
NUTR 503 504 540 Peer Review

- 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- Faculty conduct periodic assessment of concentration competencies to assure the competencies remain relevant to the field and the associated courses rigorously teach and assess the competencies.
- Concentration competencies are taught and assessed as rigorously in the online MPH format as in the campus-based modality.

Weaknesses

- Nutrition concentration is new as of Fall 2023. There are no metrics to assess how well the assignments relate to associated concentration competencies.

Plans

- Continue to monitor and review concentration competencies as indicated by industry needs and student feedback.
- Monitor Nutrition concentration to ensure proposed assessments are relevant to concentration competencies and revise as necessary.

D5. MPH Applied Practice Experiences

MPH students demonstrate competency attainment through applied practice experiences.

The applied practice experiences allow each student to demonstrate attainment of at least five competencies, of which at least three must be foundational competencies (as defined in Criterion D2). The competencies need not be identical from student to student, but the applied experiences must be structured to ensure that all students complete experiences addressing at least five competencies, as specified above. The applied experiences may also address additional foundational or concentration-specific competencies, if appropriate.

The program assesses each student's competency attainment in practical and applied settings through a portfolio approach, which reviews practical, applied work products that were produced for the site's use and benefit. Review of the student's performance in the APE must be based on at least two practical, non-academic work products AND on validating that the work products demonstrate the student's attainment of the designated competencies.

Examples of suitable work products include project plans, grant proposals, training manuals or lesson plans, surveys, memos, videos, podcasts, presentations, spreadsheets, websites, photos (with accompanying explanatory text), or other digital artifacts of learning. Reflection papers, contact hour logs, scholarly papers prepared to allow faculty to assess the experience, poster presentations, and other documents required for academic purposes may not be counted toward the minimum of two work products.

- 1) Briefly describe how the program identifies competencies attained in applied practice experiences for each MPH student, including a description of any relevant policies.

Students in the Master of Public Health (MPH) program are required to complete a 240-hour Applied Practice Experience (APEX) with a field organization that aligns with their chosen concentration within our program (Community Health Education, Epidemiology, Health Policy and Management or Veterinary Public Health). Students learn about the APEX during new student orientation in Fall semester as well as scheduled information sessions hosted by the APEX coordinator (see ERF D5.2 APEX Requirements. 1st year APEX Orientation, .2nd year APEX Orientation, and .DE APEX Orientation). These information sessions are held in Fall semesters in both the 1st and 2nd year of the program. During these sessions, students are provided resources about the requirements, policies, and processes for the APEX (see ERF D5.2 APEX Requirements. APEX Guidelines for Students and .MPH Competencies). Additionally, once students formally register for their APEX (6 credit hours), the documents are added to the specific course Canvas site and are always available on our department website (<https://publichealth.utk.edu/current-students/apex/>.)

During their APEX, students are required to produce a minimum of two products deemed beneficial to the field organization and that demonstrate five MPH competencies (3 foundational; 2 concentration). Each concentration has 5 unique competencies associated with it, which were developed and approved by concentration faculty within the department. Additional information on our concentration competencies can be found on our concentration-specific websites:

- Community Health Education (CHE): <https://publichealth.utk.edu/degree-programs/mph/che-2/>
- Epidemiology (EPI): <https://publichealth.utk.edu/degree-programs/mph/epi/>
- Health Policy and Management (HPM): <https://publichealth.utk.edu/degree-programs/mph/hpm/>
- Veterinary Public Health (VPH): <https://publichealth.utk.edu/degree-programs/mph/vph/>
- Nutrition (NUTR): <https://publichealth.utk.edu/mph-nutr/>

Students seek out APEX opportunities that align with their concentration. A spreadsheet of opportunities, sorted by concentration, is updated regularly by the APEX coordinator. The sheet contains relevant information on field organizations, preceptors, and potential products available. While the APEX

coordinator assists students in finding suitable placements, it is ultimately the students' responsibility to contact field organizations and discuss projects that will meet competency requirements. The APEX coordinator is a full-time position within our department and is available to meet with students and field organizations to clarify any questions regarding competencies or to help identify appropriate products.

Students in the dual MS/MPH program complete the APEX requirements under the supervision of Public Health Nutrition Faculty in the Department of Nutrition by completing NUTR 515: Field Study in Community Nutrition. The Director of Public Health Nutrition matches students with a community or public health nutrition agency for seven weeks and at a clinical site for a one-week interdisciplinary experience. For non-dual students in the new MPH Nutrition concentration, the APEX coordinator will support students in consultation with the Director of Public Health Nutrition who has established relationships in the community with nutrition-related organizations.

During the semester(s) in which they complete their APEX, students enroll in a six-credit course, PUBH 587, hosted on Canvas. The program director is listed as Instructor of Record for this course, with the APEX coordinator as a secondary instructor. The course has a Pass/Fail grading structure, and students must meet all requirements and deliverables to receive a passing grade. First, within the first week of the semester start date, students work with their preceptors to identify a minimum of two products that relate to their chosen competencies. Next, students must write SMART objectives to identify how and when they plan to complete these products throughout the APEX (see ERF D5.2 APEX Requirements/Products and Objectives Template). Additionally, as an ongoing task, students are required to keep and submit weekly journals that documents their progress toward course completion (see ERF D5.2 APEX Requirements/Bi-Weekly Report Template). Lastly, students complete a self-evaluation of progress and objectives midway and at the end of the APEX, which must be reviewed and approved by their preceptor. Throughout the process, students are provided examples of appropriate products and SMART objectives in Canvas to assist them in completing their assignments (see ERF D5.2 APEX Requirements/Products and Objectives Template – Completed Example). The APEX coordinator reviews the products, competencies, and SMART objectives to ensure they meet the requirements of the APEX, provides feedback to students, and recommends revisions to these documents, if needed.

Competencies Attained in APEX

At the end of the cumulating experience, students are required to write a final report, which details the products they created, the MPH competencies they achieved, and documents the relationship of the APEX to their MPH coursework. The report is graded by the APEX coordinator and is viewed as the final assignment for the APEX. The final report includes a dedicated section for MPH competencies where students are required to make connections between their APEX products and their chosen competencies (see ERF D.5.2 APEX Requirements. Final Report Template and Instructions). In addition to the final report, students deliver a 15-minute oral presentation on Zoom that is open to all departmental students, faculty and staff (see ERF D5.2 APEX Requirements/APEX Oral Presentation Guidelines). The oral presentation is graded on a rubric by 3 independent graders – the APEX coordinator, the student's faculty advisor and the MPH program director (or, the Department head). The oral presentation grading rubric is distributed to students in advance, and a preparatory session is offered by the APEX coordinator where slides can be reviewed, and students can ask questions (see ERF D5.2 APEX Requirements/APEX Oral Presentation Rubric and APEX Oral Presentation Rubric Description). The rubric for the oral presentation is included below:

Criteria	Very poor	Poor	Good	Very good	Excellent
	1	2	3	4	5
Language skills appropriate.					
Main points: clear and organized.					
Time limit observed.					
Questions appropriately answered.					

Shows competency with specific public health area (CHE, EPI, HPM, VPH) concepts.					
Reflection shows public health competency integration.					
Total Points (maximum of 30)					

Students must score a 24 (80%) or better out of 30 points to pass the oral presentation.

The numeric score is not shared with the student, rather, the APEx coordinator provides the student with written feedback on the presentation from the MPH program director, faculty advisor, and APEx coordinator. If a student does not score at least an 80% on the oral presentation, they will receive an incomplete and will work with the department on a remediation plan to receive a satisfactory grade for the APEx.

- 2) Provide documentation, including syllabi and handbooks, of the official requirements through which students complete the applied practice experience.

ERF D5.2 APEx Requirements

- 1st Year APEx Orientation
- 2nd Year APEx Orientation
- APEx Guidelines for Students
- APEx Handbook
- APEx Oral Presentation Guidelines
- APEx Oral Presentation Rubric
- APEx Oral Presentation Rubric Description
- Bi-Weekly Report Template
- DE APEx Orientation
- Final Report Template and Instructions
- MPH Competencies
- MS-MPH Block Field Experience Handbook
- Products and Objectives Template

- 3) Provide samples of practice-related materials for individual students from each concentration or generalist degree. The samples must also include materials from students completing combined degree programs, if applicable. The program must provide samples of complete sets of materials (i.e., Template D5-1 and the work products/documents that demonstrate at least five competencies) from at least five students in the last three years for each concentration or generalist degree. If the program has not produced five students for which complete samples are available, note this and provide all available samples.

Practice-based products that demonstrate MPH competency achievement – CHE Concentration	
Specific products in portfolio that demonstrate application or practice^	Competency as defined in Criteria D2 and D4*
Knox County mental health service gap analysis report and presentations	1. FC#7: Assess population needs, assets, and capacities that affect communities' health 2. FC#3: Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate

	<p>3. FC#4: Interpret results of data analysis for public health research, policy, or practice</p> <p>4. CC: Demonstrate how foundation social causes of health and disease produce differences in health and health inequity in specific health outcomes</p> <p>5. CC: Identify strategies designed to reduce structural bias and social inequities that produce health disparities</p>
Knox County mental health provider referral list	<p>4. FC#7: Assess population needs, assets, and capacities that affect communities' health</p> <p>5. CC: Identify strategies designed to reduce structural bias and social inequities that produce health disparities</p>

(see ERF D5.3 Students Samples Community Health Education Student 2)

Practice-based products that demonstrate MPH competency achievement – EPI Concentration	
Specific products in portfolio that demonstrate application or practice^	Competency as defined in Criteria D2 and D4*
Literature review	<p>1.FC #21: Perform effectively on interprofessional teams</p> <p>2.CC: Assess, synthesize, and critically evaluate epidemiologic scientific literature.</p>
Research study protocols	3.CC: Select appropriate study design(s) to investigate a public health concern given the limitations, strengths, and feasibility of the design(s).
Data analysis	<p>4.FC #3: Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.</p> <p>5.FC #4: Interpret results of data analysis for public health research, policy, or practice.</p>

(see ERF D5.3 Student Samples Epidemiology Student 2)

Practice-based products that demonstrate MPH competency achievement – HPM Concentration	
Specific products in portfolio that demonstrate application or practice^	Competency as defined in Criteria D2 and D4*
Patient journey of care model	<p>1.FC#18: Select communication strategies for different audiences and sectors</p> <p>2. FC#21: Perform effectively on interprofessional teams</p> <p>3. CC: Apply appropriate strategic planning methodologies and other decision support tools to organizational management</p>
Cultural competency training	<p>4. CC: Apply the principles of evidence-based public health in practice and policy formulation</p> <p>5. FC#21: Perform effectively on interprofessional teams</p> <p>6. FC#8: Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</p> <p>7. FC#20: Describe the importance of cultural competence in communicating public health content</p>

(See ERF D5.3 Health Policy and Management Student 2)

Practice-based products that demonstrate MPH competency achievement – VPH Concentration
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Specific products in portfolio that demonstrate application or practice^	Competency as defined in Criteria D2 and D4*
Escherichia coli outbreak report	1. FC #1: Apply epidemiological methods to the breadth of settings and situations in public health practice. 2. FC #19: Communicate audience-appropriate public health content, both in writing and through oral presentation. 3. CC; Apply techniques of surveillance, recognition, prevention, control and management of infectious diseases, with special attention to zoonotic and emerging diseases, foodborne illnesses, and potential bio or agroterrorism agents.
Rabies prophylaxis map	4. CC: Assess health related risks to individuals and communities with special attention to zoonotic and emerging diseases, foodborne illness and injuries associated with animals.
Salmonella manuscript	5. FC #4: Interpret results of data analysis for public health research, policy, or practice

(see ERF D5.3 Student Samples Veterinary Public Health Student 3)

There are no student samples available for the Nutrition (NUTR) concentration currently, as this concentration is beginning in Fall 2023. The earliest students can complete their APEx for this concentration is Spring 2025.

ERF D5.3 Student Samples (*Italicized Student Samples will be added to ERF in August 2023*)

- a. D5.3 Student Samples/Community Health Education (Student 1, Student 2, Student 3, *Student 4, Student 5*)
- b. D5.3 Student Samples/Epidemiology (Student 1, Student 2, *Student 3, Student 4, Student 5*)
- c. D5.3 Student Samples/Health Policy and Management (Student 1, Student 2, Student 3, *Student 4, Student 5*)
- d. D5.3 Student Samples/Veterinary Public Health (Student 1, Student 2, Student 3, Student 4, *Student 5*)
- e. D5.3 Student Samples/Dual MS-MPH (Student 1, Student 2)

- 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- An APEx coordinator position has been in place since 2010. In response to growth of the program (i.e., DE program and new Epi concentration), the coordinator FTE was increased from 0.5 to 1.0 in August 2022.
- On-going process improvement effort to streamline processes and provide resources for both students and preceptors that provide additional clarity on the expectations of the APEx.

Weakness

- None.

Plans

- Expand the network of opportunities for distance education students (i.e., fully remote positions, positions in home cities, and/or positions that span two semesters).
- Expand the network of concentration-specific APEx field sites.

D6. DrPH Applied Practice Experience

Not applicable

D7. MPH Integrative Learning Experience

MPH students complete an integrative learning experience (ILE) that demonstrates synthesis of foundational and concentration competencies. Students in consultation with faculty select foundational and concentration-specific competencies appropriate to the student's educational and professional goals; demonstrating synthesis and integration requires more than one foundational and one concentration competency.

Professional certification exams (e.g., CPH, CHES/MCHES, REHS, RHIA) may serve as an element of the ILE, but are not in and of themselves sufficient to satisfy this criterion.

The program identifies assessment methods that ensure that at least one faculty member reviews each student's performance in the ILE and ensures that the experience addresses the selected foundational and concentration-specific competencies. Faculty assessment may be supplemented with assessments from other qualified individuals (e.g., preceptors).

- 1) List, in the format of Template D7-1, the integrative learning experience for each MPH concentration, generalist degree or combined degree option that includes the MPH. The template also requires the program to explain, for each experience, how it ensures that the experience demonstrates synthesis of competencies.

Template D7-1

MPH Integrative Learning Experience for ALL Concentrations (CHE, EPI, HPM, VPH)	
Integrative learning experience (list all options)	How competencies are synthesized
Take home comprehensive essay exam	Students respond to two guided essay questions that are related to foundational course content and content specific to their concentrations. Each essay has multiple parts that reflect a minimum of 3 pre-determined competencies (a mix of foundation and concentration). Faculty assess student's ability to integrate and synthesize content based on the competencies.

- 2) Briefly summarize the process, expectations, and assessment for each integrative learning experience.

The written comprehensive examination provides an Integrative Learning Experience (ILE) that is required of all MPH students. To assure opportunity for students to demonstrate integration of learning, students take the comprehensive exam in their last or next to last semester of the program. The exam is offered each semester (Fall, Spring, Summer) and consists of two comprehensive take-home essay exams. Questions are designed to reflect content learned in foundational classes plus concentration courses that require students to synthesize content learned across multiple courses. Questions are designed and approved by concentration faculty members (CHE, EPI, HPM and VPH) and then approved by the MPH Program Director (ERF: D7.4 CHE Essay Questions; EPI Essay Questions; HPM Essay Questions; VPH Essay Questions). Students are given two weeks to complete the exam and submit it via the Canvas learning platform. Questions are under development for both the VPH and Nutrition concentrations. VPH comprehensive exam questions will be available in June 2023. Nutrition concentration exam questions will not be available until Spring 2024.

This information is also provided in our Graduate Student Handbook (p. 33) and our departmental website: <https://publichealth.utk.edu/degree-programs/mph/> (Integrative Learning Experience)

Once students notify the MPH program director of their intention to take the comprehensive exam, they are added to the Comprehensive Examination Canvas course site. Students are given an opportunity to attend two exam preparation sessions (held via Zoom), one aimed at providing information on the logistics of the exam (expectations, tips for success, Q&A, etc.) and the other aimed at improving and polishing students' writing skills. Each session topic is offered twice (one month before the exam) and recorded and available via Canvas to students unable to attend the live sessions. On a designated date and time (based on semester), the essay exam questions become visible to students. Students have 2 weeks to submit their completed essays via the Canvas learning platform, where the submissions are run through a plagiarism & AI (Artificial Intelligence) checker, functions built into the Canvas platform.

The program director gathers all essays and disperses them among concentration faculty members with a turnaround time of 2 weeks for review. Each essay is scored on a rubric, with a maximum of 50 points (ERF D7.4 - *Essay Rubric*). Two concentration faculty review each essay, scores are summed, and the average is taken. To pass, students must have a cumulative score of 70% or higher.

Students are notified of a pass/fail score (via a Pass/Fail form) usually within 2 weeks of exam completion. If a student fails the exam, they are notified in writing (via email) and will need to schedule a re-examination during the following semester. The university permits students one opportunity to retake the exam. If a student does not successfully pass the exam on their second attempt, they are dismissed from the program.

- 3) Provide documentation, including syllabi and/or handbooks that communicates integrative learning experience policies and procedures to students.
 - Graduate Student Handbook, p.33 (ERF: D7.3_Graduate Handbook 23_24)
 - Comp Exam Information (ERF: D7.3_Comp_Exam_Infosheet)
 - Graduate Catalog 2022-2023. Non-Thesis-Option Comprehensive Exam (https://catalog.utk.edu/content.php?catoid=35&navoid=4802&hl=comprehensive+exam&returnto=search#masters_degree)
 - Student Instructions - Spring 2023 (ERF: D7.3 - Student Instructions - Spring 2023)
 - Student Expectations – PowerPoint (ERF: D7.3 - Spring 2023 MPH Comprehensive Exam Overview)

- 4) Provide documentation, including rubrics or guidelines that explains the methods through which faculty and/or other qualified individuals assess the integrative learning experience with regard to students' demonstration of the selected competencies.

Essay Scoring Rubric- For Faculty Reviewers (ERF: D7.4 Essay Rubric). Two concentration faculty members read and grade student essays. The same faculty members develop the questions and are qualified to assess student submissions. Faculty reviewers are sent the grading rubric with associated instructions to submit their assessments. Faculty do not discuss the responses. Results are submitted to the MPH Program Director who calculates the final grade (based on an average of two reviews). If a significant discrepancy exists, a meeting is convened with the faculty members and the Program Director to review the exam. The student must have a cumulative score of 70% or greater to pass the exam.

- 5) Include completed, graded samples of deliverables associated with each integrative learning experience option from different concentrations, if applicable. The program must provide at least 10% of the number produced in the last three years or five examples, whichever is greater.

We recently updated our ILE to include an all-essay, take-home exam (beginning in Spring 2023). In Spring and Summer 2023, 26 students took the exam (11 CHE, 8 EPI, 5 HPM, 2 VPH). We have included 2 student samples from each concentration as examples.

D7.5 – CHE Essay Sample 1 – Q1 & Q2; Reviewer Score
D7.5 – CHE Essay Sample 2 – Q1 & Q2; Reviewer Score

D7.5 – EPI Essay Sample 1– Q1 & Q2; Reviewer Score
D7.5 – EPI Essay Sample 2 – Q1 & Q2; Reviewer Score
D7.5 – HPM Essay Sample 1 - Q1 & Q2; Reviewer Score
D7.5 – HPM Essay Sample 2 - Q1 & Q2; Reviewer Score
D7.5 – VPH Essay Sample 1 - Q1 & Q2; Reviewer Score
D7.5 – VPH Essay Sample 2 - Q1 & Q2; Reviewer Score

- 6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The current comprehensive exam is more in alignment with our course offerings and CEPH ILE requirements.
- Take home ILE format provides flexibility for all students, particularly DE students who don't have to take time off work and may contribute to a quality product.
- The current comprehensive exam is also more appropriate for learners with physical (sitting for long periods of time) or learning limitations (focusing for long periods of time).

Weaknesses

- Minimal experience (i.e., 2 semesters) to evaluate the current ILE format.

Plans

- Evaluate ILE process on an on-going basis to identify strengths, weaknesses, and areas for improvement.
- Develop a test bank of questions for each concentration (CHE, EPI, HPM, NUTR, VPH) that can be rotated between semesters.
- Nutrition concentration essay questions will need to be drafted for our first cohort of students, anticipated in Spring 2025.

D8. DrPH Integrative Learning Experience

Not applicable

D9. Public Health Bachelor’s Degree Foundational Domains

The requirements for the public health major or concentration provide instruction in the domains. The curriculum addresses these domains through any combination of learning experiences throughout the requirements for the major or concentration coursework (i.e., the program may identify multiple learning experiences that address a domain—the domains listed below do not each require a single designated course).

If the program intends to prepare students for a specific credential, the curriculum must also address the areas of instruction required for credential eligibility (e.g., CHES).

- 1) Provide a matrix, in the format of Template D9-1, that indicates the courses/experience(s) that ensure that students are exposed to each of the domains indicated. Template D9-1 requires the program to identify the learning experiences that introduce and reinforce each domain. Include a footnote with the template that provides the program’s definition of “introduced” and “covered.”

Template D9-1

Key	I = Introduced: The domain is discussed in at least one class or reviewed as part of covering more advanced topics.									
	C = Covered: The content is central to the course learning outcomes. Usually material is covered during more than one class session. Student learning is usually assessed.									
Public Health Domains	Course Number & Name									
	Select Math Courses ^	Select Biology Courses*	PUBH 201: Introduction to Public Health	PUBH 202: Introduction to Epidemiology	PUBH 320: Social and Behavioral Theories in Public Health	PUBH 336: Introduction to Research Methods in Public Health	PUBH 340: Data Management in Public Health	PUBH 400: Comparative Health care Systems	PUBH 401: Global Public Health	PUBH 420: Environmental Public Health
Math/Quantitative Reasoning: Identify and apply the concepts and applications of basic statistics										
Concepts of basic statistics	I, C			C			I		C	

	Applications of basic statistics		I, C			C					C		
Science: Address the foundations of biological and life sciences													
	Foundations of biological & life sciences				I, C						I	I	
Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society													
	Public health history				C	C					I	I	
	Public health philosophy				C	C	I				I	I	
	Core PH values				C	I	I			I	C	I	
	Core PH concepts				C	I	I			C	C	I	
	Global functions of PH				I					I	C		
	Societal functions of PH				C	C	I			C	C	I	
Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice													
	Basic concepts of data collection				I	I	I			C		I	
	Basic methods of data collection					I	I			C		I	
	Basic tools of data collection					I	I			C		C	
	Data usage				C	C	C			I		C	
	Data analysis					C				I		C	
	Evidence-based approaches				C	C	C			I	C	C	C

Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations												
	Population health concepts			C	I	C				C	C	C
	Introduction to processes & approaches to identify needs & concerns of populations			I	I	C					I	C
	Introduction to approaches & interventions to address needs & concerns of populations			I	I	C					I	C
Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course												
	Science of human health & disease		I	C	I	C					I	I
	Health promotion			C	I	C					I	C
	Health protection			C	I	C					I	C
Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities												
	Socio-economic impacts on human health & health disparities			C	I	C				C	C	C
	Behavioral factors impacts on human health & health disparities			C	I	C				I	C	

	Biological factors impacts on human health & health disparities			C	I	I			I	I	C
	Environmental factors impacts on human health & health disparities			C	I	C			C	C	C
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation											
	Introduction to planning concepts & features			I		C					
	Introduction to assessment concepts & features			I		C	C				
	Introduction to evaluation concepts & features			I		C		C			
Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries											
	Characteristics & structures of the U.S. health system			C					C	I	
	Comparative health systems			I					C	C	
Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government											
	Legal dimensions of health care & public health policy			C					C		

	Ethical dimensions of health care & public health policy			C		I			I	I	
	Economical dimensions of health care & public health policy			I		I			C	I	
	Regulatory dimensions of health care & public health policy			C		I			C		
	Governmental agency roles in health care & public health policy			C		I			C	I	
Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology											
	Technical writing						I	I			C
	Professional writing			I		C		I			
	Use of mass media			C		I		I			
	Use of electronic technology			C		I		I			

* Select biology courses approved by the program (2 courses with a minimum of one laboratory course): BIOL 105, BIOL 106, BIOL 150, BIOL 159, BIOL 160, BIOL 220, BIOL 229, BIOL 240

^ Select math courses approved by the program: MATH 115, STAT 201, STAT 207, MATH 125, MATH 141

- 2) Include the most recent syllabus from each course listed in Template D9-1, or written guidelines, such as a handbook, for any required experience(s) listed in Template D9-1 that do not have a syllabus.

The syllabi for the PUBH courses covering foundational topics are in the ERF D9.2. Syllabi: PUBH 201, PUBH 202, PUBH 320, PUBH 336, PUBH 340, PUBH 400, PUBH 401, PUBH 420

- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The BSPH degree exposes students to foundational topics in public health scholarship and practice throughout multiple courses.
- The domains required for the BSPH degree are integrated into each of the foundational public health courses and throughout the complementary professional electives, solidifying student exposure to these domains.
- Four of the eight foundation courses required for the BSPH degree (PUBH 201, 202, 401, 420) are long-standing and well-developed courses with robust assignments and rubrics that provide a well-rounded foundation for the BSPH program.
- Syllabi are standardized so that regardless of section, instructor, or semester, the public health domains are introduced or covered.

Weaknesses

- Four of the eight foundation public health courses (PUBH 220/320, 336, 340, and 400) are brand new, which suggests there will be quality improvement opportunities.

Plans

- The Undergraduate Public Health (UG PH) committee will monitor the courses for fidelity to the public health domains.

D10. Public Health Bachelor's Degree Foundational Competencies

Students must demonstrate the following competencies:

- the ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences
- the ability to locate, use, evaluate and synthesize public health information

1) Provide a matrix, in the format of Template D10-1, that indicates the assessment activity for each foundational competency.

Template D10-1

Competencies		Course number(s) & name(s) or other educational requirements	Specific assessment activity
Public Health Communication: Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences			
	Oral communication	PUBH 489: Practice Experience	End of semester Evidence-based public health presentation
	Written communication	PUBH 401: Global Public Health	Reaction essay on a global health topic
	Communicate with diverse audiences	PUBH 202: Introductory Epidemiology	Students create an epidemiological Infographic on a health-related exposure or outcome designed to reach diverse audiences. As a group project, group members are assessed individually through individual contributions statements.
	Communicate through variety of media	PUBH 201: Introduction to Public Health	Students use a variety of media technology platforms to create a PSA video and associated written information about a pressing public health issue. Group members are assessed individually through self and peer evaluation forms at each phase of the assignment.
Information Literacy: Students should be able to locate, use, evaluate and synthesize public health information			
	Locate information	PUBH 320: Social and Behavioral Theories in Public Health	Students search online to find a local health department's Community Health Assessment (CHA) report
	Use information	PUBH 320: Social and Behavioral	Students use their CHA to choose a priority issue in a specific

		Theories in Public Health	community and develop a theory-informed prevention plan
	Evaluate information	PUBH 320: Social and Behavioral Theories in Public Health	Students evaluate what stakeholders to convene and partnerships to mobilize to address the health problem
	Synthesize information	PUBH 320: Social and Behavioral Theories in Public Health	PUBH 320: Summarize the findings from a research article and describe how the research informs their prevention planning, implementation, and evaluation in the selected community

2) Provide supporting documentation for each assessment activity listed in Template D10-1. Documentation should include the following, as relevant, for each listed assessment:

- assignment instructions or guidelines as provided to students
- writing prompts provided to students
- sample exam question(s)

ERF D10.2. Syllabi and Supporting Documentation: PUBH 201, PUBH 202, PUBH 320, PUBH 401, and PUBH 489.*

* Aside from PUBH 489, PUBH course syllabi are presented in ERF D9.2. Most syllabi contain detailed assignment instructions, though in a few cases (PUBH 201, 202 401, 420), we have provided additional supporting documents to elaborate on assignments.

3) Include the most recent syllabus from each course listed in Template D10-1 (if not presented in Criterion D9), or written guidelines, such as a handbook, for any required elements listed in Template D10-1 that do not have a syllabus.

ERF D10.2. Syllabi and Supporting Documentation: PUBH 201, PUBH 320, PUBH 401, and PUBH 489.*

* Aside from PUBH 489, PUBH course syllabi are presented in ERF D9.2. Most syllabi contain detailed assignment instructions, though in a few cases (PUBH 201, 401), we have provided additional supporting documents to elaborate on assignments.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- As suggested during our preliminary review, we have included only one example for each row in table D10; however, the BSPH program provides ample opportunities across the curriculum to strengthen public health communication skills.
- The courses listed above incorporate oral and written communication components for students to explore, investigate, reflect, and criticize historical and current major domestic as well global public health issues/policies.
- PUBH 489 is designated by the university as a VolCore (General Education requirements) Applied Oral Communications Course (AOC) as students demonstrate effective oral communication within a specific discipline (e.g., public health).
- Students participate in communication activities that help build their ability to locate, use, evaluate, and synthesize public health information as well as teamwork experience and skills during their four-year BSPH study.

Weaknesses

- While the above listed courses build and strengthen students' communication skills, the channels for students to deliver public health-related information directly to local community or various stakeholders are underexplored among our new courses, such as PUBH 320 and PUBH 489, which will be offered for the first time in spring 2023 and spring 2024, respectively.

Plans

- We will collect student and instructor feedback--especially from our new courses--to explore channels and community partners that could provide real-world opportunities for students to develop and demonstrate the foundational public health competencies.

D11. Public Health Bachelor’s Degree Cumulative and Experiential Activities

Students have opportunities to integrate, synthesize and apply knowledge through cumulative and experiential activities. All students complete a cumulative, integrative, and scholarly or applied experience or inquiry project that serves as a capstone to the education experience. These experiences may include, but are not limited to, internships, service-learning projects, senior seminars, portfolio projects, research papers or honors theses. Programs encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.

- 1) Provide a matrix, in the format of Template D11-1, that identifies the cumulative and experiential activities through which students integrate, synthesize, and apply knowledge as indicated.

Template D11-1

Cumulative and Experiential Activity (internships, research papers, service-learning projects, etc.)	Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge.
PUBH 201: PSA (Public Service Announcement) Project	Students create a 30-50 second PSA video to engage a priority population with a call to action for a pressing public health issue. Students apply the evidence-based public health approach (problem, etiology, and recommendations) to research their topic using credible, recent sources. Based on their research findings, students select and integrate communication strategies to reach their intended audience. Students identify a specific organization that would potentially show their PSA.
PUBH 320: Theory-driven Community Health Improvement Project	Students create a theory-drive prevention plan for a specific population in a particular community. A multi-phase, semester-long group project, students locate and analyze real Community Health Assessment (CHA) reports and Community Health Improvement Plans (CHIP) from the Internet. Students select and apply a theory or model discussed in class to design a community-based intervention to address a priority health issue in a real community. Students submit written reports as a culminating project and present key recommendations to the class (oral presentation).
PUBH 315: Adolescent Health Promotion-Individual Project	As an individual project, students create social media (TikTok video or Instagram reel), fact sheet, or brochure directed at adolescents to promote a particular aspect of adolescent health. Students apply an adolescent development principle (i.e., developmentally appropriate practice), theory (i.e., positive youth development), or model (i.e., biopsychosocial model) to inform their product. Students apply strategies from CDC's guide for social media writing. Students submit a written reflection and self-graded rubric to help synthesize key learning.
PUBH 315: Adolescent Health Prevention Plan-Group Project	In assigned groups of 3 or 4, students select an adolescent health issue, and then create a prevention plan that includes a budget and evaluation plan. Students deliver a 10-minute professional oral presentation where each student presents a section. Students apply program

	planning and evaluation skills through presentations that use real-world data.
PUBH 340: Data Management Group Project	Students apply concepts of statistics, data management, and communication through a semester-long group project that culminates in an oral presentation and final paper. Students compile and visualize public health data, and then use it to inform public health practice.
PUBH 350: Photovoice Project on Aspects of Aging	Students confer with an adult over the age of 65 to identify a problem or asset in the community. Using photovoice techniques, the student evaluates the problem and prepares a report that synthesizes community factors, built environment, and community perspective.
PUBH 489: Practice Experience	All students complete a required internship (i.e., health-related practice experience) where they integrate, synthesize, and apply knowledge at their selected field site and in weekly class meetings. Students complete at least 120 contact hours with a public health or health-related organization relevant to student's career goals. The course is designated by the university as an Applied Oral Communications (AOC) as students demonstrate professional communication with diverse stakeholders at their field site as well as during weekly class discussions and oral presentations. Students frame reflection and action using the public health code of ethics and evidence-based public health approach to address a health issue for a specific population.

2) Include examples of student work that relate to the cumulative and experiential activities.

See ERF D11-2 Student Samples

3) Briefly describe the means through which the program implements the cumulative experience and field exposure requirements.

PSA Project:

During the PUBH 201 Introduction to Public Health course, students complete a semester-long, investigative, creative project. PUBH 201 is offered year-round though it is typically taken during freshman year or by fall of sophomore year. The course is designated by the university as an Engaged Inquired (EI) course due to its real-world application and interdisciplinary application of public health and communications. As described in the table, students may choose to work individually or in groups of up to four to research a pressing public health issue using peer-reviewed research articles and public health data and information sources such as CDC, County Health Rankings, US Preventive Services Task Force, The Community Guide, etc. Students distill their PSA's main idea and call to action based on research findings. Then, students utilize effective communication strategies from the textbook to create a detailed script that tailored to their priority population. Students incorporate feedback on their script to produce a 30-50 second PSA video. With instructor approval and student consent, the top videos are submitted to the Tennessee Public Health Association (TPHA) Annual Student Video Challenge.

Theory-driven Community Health Improvement Plan:

PUBH 320 Social and Behavioral Theories in Public Health course is designated as an Engaged Inquiry (EI) course based on the real-world application and collaborative learning. Students work

in groups to apply a social or behavioral theory to design a community health improvement plan for a specific community. Students choose real communities and examine existing health data through County Health Rankings, existing Community Health Assessment reports, and other relevant local data sources. Based on community health needs, student groups prioritize health issues and select one issue to develop a multi-level, multi-sectoral community health improvement plan to address the selected priority health issue. Students create a final report and deliver an oral presentation.

Adolescent Health Promotion-Individual Project:

During fall of junior year, students take the PUBH 315 Adolescent Health course, which is a required concentration course for the public health major. Students begin by learning about the major adolescent development and health models and theories. Subsequent sessions cover relevant topics, such as social media use, substance use, sleep, obesity, mental health, etc. Around midsemester, students apply their understanding of adolescent health development by creating a relevant health promotion social media video or other material to integrate knowledge of positive youth development and developmentally appropriate practices.

Adolescent Prevention Plan-Group Project:

At the end of the PUBH 315 Adolescent Health course, students deliver a group oral presentation to outline a prevention plan aimed at promoting adolescent health and development. Whereas the individual health promotion project allows students to generate messages directly to adolescents, the group project entails developing a plan that could be implemented within a particular organization or community. Students collaborate throughout the semester, starting with topic identification. Students are given a limited amount of in-class time to work on their plan. Class sessions often engage students on some of the knowledge and skills needed to complete their prevention plan, such as being able to define the scope of an issue, apply developmentally appropriate interventions, and evaluate the program. Guest speakers, such as the Adolescent Health Public Health Educator from our local health department, provide real-world examples of prevention program plans, including how to develop a budget and what are practical strategies for evaluating a program.

Data Management-Group Project:

Taken during fall of junior year, students in PUBH 340 Data Management work in “research groups” to illustrate their data management plan for a real-world data set, along with background information, methods, results, and discussion. Students submit a written document and conduct an oral presentation. Students use real-world data that benefits community partners. For example, during fall 2022, which was the initial offering of the Data Management course, the instructor partnered with a wellness coordinator from our university’s Center for Health Education and Wellness (CHEW). CHEW needed help cleaning and managing data that regularly come in from university students who are sanctioned for using alcohol or cannabis and must complete an online intervention (e.g., eCHECKUP). Students received the data near the beginning of the semester and worked on developing a data management plan throughout the semester. Oral presentations and write-ups demonstrate students’ ability to compile and visualize real public health data and use it to inform public health practice.

Photovoice Project:

Taken junior year, in PUBH 350 Aspects of Aging students collect and analyze evidence regarding the lived experience of aging in modern society. As a creative application of relevant theories, models, and ideas discussed during class, students take original photos to document and visually convey aspects of aging.

Practice Experience:

As a new program, no public health majors have progressed to the internship yet. We will hire an intern coordinator during late summer 2023 or early fall 2023. The first internship course offering will be in spring 2024. During senior year, public health majors complete PUBH 489 which entails at least 120 contact hours with a public health or health-related organization and weekly zoom class sessions. With guidance from the intern coordinator, students are responsible for identifying and

securing their own field site. Students are exposed to potential community contact throughout their public health coursework through guest speakers and other opportunities. After students secure a site and complete necessary paperwork, the intern coordinator will facilitate weekly zoom class sessions to support students in sense-making, learning, and reflecting on their site experiences using the public health code of ethics as a framework for class discussion and oral presentations. The new intern coordinator's initial tasks will entail review and development of an internship handbook (ERF D11.4), preceptor evaluation, and other procedural documents, as well as the cultivation of field site contacts suitable for undergraduate public health students.

- 4) Include handbooks, websites, forms, and other documentation relating to the cumulative experience and field exposure. Provide hyperlinks to documents if they are available online or include electronic copies of any documents that are not available online.

See ERF D11-4 Syllabi and Supporting Documentation

D12. Public Health Bachelor's Degree Cross-Cutting Concepts and Experiences

The overall undergraduate curriculum and public health major curriculum expose students to concepts and experiences necessary for success in the workplace, further education, and lifelong learning. Students are exposed to concepts through any combination of learning experiences and co-curricular experiences.

- 1) Briefly describe, in the format of Template D12-1, of the manner in which the curriculum and co-curricular experiences expose students to the identified concepts.

Template D12-1

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts*
Advocacy for protection and promotion of the public's health at all levels of society	Advocacy concepts are addressed in PUBH 201, 215, 320, 315, 340, 350, 400, 401, 420, 430, 440, and 489. UT's Public Health Student Association (PHSA) advocates for local public health issues.
Community dynamics	Community dynamics are discussed in PUBH 201, 320, 315, 330, 350, 400, 420, 440, and 489.
Critical thinking and creativity	All courses emphasize critical thinking and creativity, particularly as it pertains to understanding and addressing public health issues.
Cultural contexts in which public health professionals work	Most courses include public health professionals who provide guest lectures that highlight the particular work they do, and students gain insight into how PH professionals operate with the cultural parameters of their organization, community, state, and country. The PUBH 389/489 internship gives students a deeper understanding of public health work settings.
Ethical decision making as related to self and society	Ethical decision making is explored in many classes and emphasized in PUBH 201, 202, 336, 350, 400, 430, 440, and 489.
Independent work and a personal work ethic	All classes entail independent work such as keeping up with readings and individual projects. Personal work ethic is emphasized in PUBH 489.
Networking	Networking is taught explicitly in PUBH 201, and students have opportunities to network with guest speakers in most classes and within their internship site (PUBH 489). University and department events also offer networking opportunities for students.
Organizational dynamics	Organizational dynamics are discussed in PUBH 400 and 489.
Professionalism	Professionalism is modeled and expected in all courses. In PUBH 489, interns practice professional behaviors at selected field sites.
Research methods	Research methods are introduced in PUBH 201 and 202 and covered in 336 and 340. PUBH 315 also exposes students to research methods as course readings are drawn from published research studies.
Systems thinking	Systems thinking is inherent to all PUBH courses. Starting with PUBH 201, students learn the steps in systems mapping and how to identify parts of a system (i.e., leverage points, bottle necks, and feedback loops). PUBH 400 and 440 emphasize systems thinking.

Teamwork and leadership	Teamwork and leadership abound in all courses, particularly PUBH 320, 350, 440, and 489.
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*Course titles include: PUBH 201 Introduction to Public Health, PUBH 202 Introductory Epidemiology, PUBH 320 Social and Behavioral Theories in Public Health, PUBH 315 Health of Adolescents, PUBH 336 Introduction to Research Methods in Public Health, PUBH 340 Data Management in Public Health, PUBH 350 Public Health Aspects of Aging, PUBH 400 Comparative Healthcare Systems, PUBH 401 Global Public Health, PUBH 420 Environmental Public Health, PUBH 430 Suicide and Suicide Prevention Across the Lifespan, PUBH 440 Population Health, PUBH 489 Practice Experience

- 2) Provide syllabi for all required coursework for the major and/or courses that relate to the domains listed above. Syllabi should be provided as individual files in the electronic resource file and should reflect the current semester or most recent offering of the course.

D12-2 Syllabi: PUBH 201, PUBH 202, PUBH 320, PUBH 315, PUBH 336, PUBH 340, PUBH 350, PUBH 400, PUBH 401, PUBH 420, PUBH 430, PUBH 440, PUBH 489

- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- Students are exposed to all cross-cutting concepts and experiences through course work and exposure to guest speakers.
- All courses include real-world data and real-world application.

Weaknesses

- Because our undergraduate program is new, three courses were offered for the first time in the 2022-2023 academic year (PUBH 320, 336, and 340), one course is being offered for the first time in fall 2023 (PUBH 400), and two courses have not been taught yet (PUBH 440 and 489).

Plans

- As we roll out new courses, our undergraduate public health committee will integrate feedback from students and faculty to assure courses satisfy the intended learning outcomes and exposure to cross-cutting concepts and experiences.

D13. MPH Program Length

An MPH degree requires at least 42 semester-credits, 56 quarter-credits or the equivalent for completion.

Programs use university definitions for credit hours.

- 1) **Provide information about the minimum credit-hour requirements for all MPH degree options. If the university uses a unit of academic credit or an academic term different from the standard semester or quarter, explain the difference and present an equivalency in table or narrative form.**

The MPH degree requires a minimum of 42 credit hours.

<https://publichealth.utk.edu/degree-programs/mph/>

- 2) **Define a credit with regard to classroom/contact hours.**

One credit hour = approximately 3 hours of contact hours per week. This includes weekly instructional time in the classroom and/or asynchronous learning /studying time. <https://registrar.utk.edu/contact-hour-requirements/>

From the UTK Academic Graduate Catalog (Credit Hour Definition):

https://catalog.utk.edu/content.php?catoid=23&navoid=2827&hl=student-appeals-procedures&returnto=search#Credit_Hour_Definition

The unit of credit is the semester credit hour. One credit hour represents an amount of instruction that reasonably approximates both 50 minutes per week of classroom-based direct instruction and a minimum of 2 hours per week of student work outside the classroom over a fall or spring semester.

D14. DrPH Program Length

Not applicable

D15. Bachelor's Degree Program Length

A public health bachelor's degree requires completion of a total number of credit units commensurate with other similar degree programs in the university.

Programs use university definitions for credit hours.

- 1) Provide information about the minimum credit-hour requirements for all bachelor's degree options. If the university uses a unit of academic credit or an academic term different from the standard semester or quarter, explain the difference and present an equivalency in table or narrative form.

The BSPH degree requires a minimum of 120 credit hours, which is the equivalent university requirement for all bachelor's degrees.

- 2) Define a credit with regard to classroom/contact hours.

Per the university registrar, one credit hour is equivalent to 50 minutes per week for 14 weeks, or 700 contact minutes per semester. Three credit hours are equivalent to 150 minutes per week for 14 weeks or 2,100 contact minutes per semester (<https://registrar.utk.edu/contact-hour-requirements/>).

- 3) Describe policies and procedures for acceptance of coursework completed at other institutions, including community colleges.

After a student is accepted to the university, the UT Office of Undergraduate Admissions Transfer Center evaluates all undergraduate transfer coursework in collaboration with departmental faculty, department heads, and undergraduate program coordinators. The process assures equivalency between content and course learning outcomes. Transfer credit policies and procedures are available online (<https://registrar.utk.edu/for-transfer-students/transfer-credit-policies-and-procedures/>). Key aspects include:

- UT accepts transfer credit from any two- or four-year accredited college, normally institutions with regional accreditation in the United States.
 - Students from non-US colleges consult with transfer evaluates to assess eligibility.
 - Non-remedial courses without an exact equivalent are assigned lower division (LD) for 100-200 level or upper division (UD) for 300-400 level.
 - Students may appeal transfer credit evaluations by providing a syllabus, course outline, textbook, and instructor information, which the associated academic department will review.
- 4) If applicable, provide articulation agreements with community colleges that address acceptance of coursework.

Transfer students who have earned an associate's degree at a Tennessee Board of Regents (TBR) institution will have fulfilled the UT general education requirements (<https://registrar.utk.edu/for-transfer-students/general-education-transfers/>).

Transfer students may search the online course transfer equivalencies tables (https://bannersb.utk.edu/kbanpr/utk_trans_course_eqv.P_State_Inst) to determine how courses transfer to UT from other colleges and universities.

- 5) Provide information about the minimum credit-hour requirements for coursework for the major in at least two similar bachelor's degree programs in the home institution.

The College of Education, Health, and Human Sciences (CEHHS) at UTK offers 26 bachelor's degrees across 6 academic units: <https://cehhs.utk.edu/undergraduate-majors/>

Two similar bachelor's degree programs offered by CEHHS are Kinesiology (BS) and Nutrition (BS). Both programs require 120 credit hours.

Kinesiology: https://catalog.utk.edu/preview_program.php?catoid=34&poid=16747

Nutrition: https://catalog.utk.edu/preview_program.php?catoid=34&poid=18250

D16. Academic and Highly Specialized Public Health Master's Degrees

Not applicable

D17. Academic Public Health Doctoral Degrees

Students enrolled in the unit of accreditation's doctoral degree programs that are designed to prepare public health researchers and scholars (e.g., PhD, ScD) complete a curriculum that is based on defined competencies; engage in research appropriate to the degree program; and produce an appropriately advanced research project at or near the end of the program of study.

These students also complete coursework and other experiences, outside of the major paper or project, that substantively address scientific and analytic approaches to discovery and translation of public health knowledge.

These students complete doctoral-level, advanced coursework and other experiences that distinguish the program of study from a master's degree in the same field.

The program defines appropriate policies for advancement to candidacy, within the context of the institution.

Finally, students complete coursework that provides instruction in the foundational public health knowledge at an appropriate level of complexity. This instruction may be delivered through online, in-person or blended methodologies, but it must meet the following requirements while covering the defined content areas.

The program identifies at least one required assessment activity for each of the foundational public health learning objectives.

The program validates academic doctoral students' foundational public health knowledge through appropriate methods.

- 1) List the curricular requirements for each non-DrPH public health doctoral degree in the unit of accreditation, EXCLUDING requirements associated with the final research project. The list must indicate (using shading) each required curricular element that a) is designed expressly for doctoral, rather than master's students or b) would not typically be associated with completion of a master's degree in the same area of study.

The program may present accompanying narrative to provide context and information that aids reviewers' understanding of the ways in which doctoral study is distinguished from master's-level study. This narrative is especially important for institutions that do not formally distinguish master's-level courses from doctoral-level courses.

The PhD in Public Health Sciences program accepted its first cohort of students in Fall 2020. The program emphasizes contemporary research public health methods and student's self-selected specialization within public health. Students enrolled in the PhD in Public Health Sciences work toward mastery in the following public health competencies:

1. Apply research methods to address health issues
2. Explore, critique, and apply evidence-based information from multiple sources to public health issues
3. Propose theory-based strategies to promote inclusion and equity within public health programs, policies, or systems
4. Communicate evidence-based public health information in diverse formats

PhD students without an MPH from a CEPH-accredited program or school must complete 20 credit hours of Public Health Foundation courses:

PUBH 509, Public Health Seminar (2 semesters; 1 credit each)
PUBH 510, Environmental Health (3 credits)

PUBH 520, Health Systems, Policy, and Leadership (3 credits)
 PUBH 530, Biostatistics (3 credits)
 PUBH 537, Foundations of Program Evaluation (3 credits)
 PUBH 540, Epidemiology (3 credits)
 PUBH 552, Assessment and Planning (3 credits)

All PhD students complete 15 credit hours of PhD Core Courses. These include the following:

PUBH 630, Advanced Biostatistics (3 credits)
 PUBH 635, Systematic Reviews and Meta-Analyses (3 credits)
 PUBH 640, Advanced Epidemiology in Public Health (3 credits)
 PUBH 650, Dissemination and Implementation Science (3 credits)
 PUBH 656, Comparative Theories in Health Behavior (3 credits)

PhD students also complete 9 credit hours for Cognate Courses for specialty training in a topical area relevant to PhD student research interests. Cognate courses must be approved by major professor. The cognate is a collection of coursework that reflects a theme relevant to the training and future career aspirations of the student. These may be formal courses or independent study courses (again at the graduate level). Public health or other relevant faculty members may direct independent study courses. Students in collaboration with their faculty advisor will develop and propose a cognate in or before the second year of the student's doctoral coursework. PhD students complete 4 credit hours for electives.

All PhD students take 24 credit hours of Dissertation Credit (PUBH 600) to complete the dissertation.

PhD students who have earned an MPH from a CEPH accredited program may transfer 20-credits of Public Health Foundations courses from their previous degree and supported by documented official transcripts.

To meet program requirements, students must select courses in consultation with the student's major professor. Program totals are minimums, and some students may be required to complete additional coursework to overcome background deficiencies or to increase skill in an area of identified specialization.

Doctoral students may be given credit for equivalent courses already taken in a Master's program. Doctoral students with a Master's degree must complete a minimum of 24 hours of graduate courses at University of Tennessee (exclusive of course 600 Dissertation credit hours). Additional credit hours will be determined to meet the required minimum of 30 credit hours set by Southern Association of Colleges and Schools Commission on Colleges. (The SACSCOC minimum 30 credit hours may include dissertation credit hours).

- 2) Provide a matrix, in the format of Template D17-1, that indicates the assessment activity for each of the foundational public health learning objectives listed above (1-12). Typically, the school or program will present a separate matrix for each degree program, but matrices may be combined if requirements are identical.

Template D17-1

Content Coverage for Academic Doctoral Degree in a Public Health Field (SPH and PHP, if applicable)		
Content	Course number(s) and name(s)	Describe specific assessment opportunityⁿ
1. Explain public health history, philosophy, and values	PUBH 509 Graduate Seminar in Public Health	Discussion Board
2. Identify the core functions of public health and the 10 Essential Services*	PUBH 509 Graduate Seminar in Public Health	Discussion Board

3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	PUBH 509 Graduate Seminar in Public Health	Discussion Board
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	PUBH 509 Graduate Seminar in Public Health	Discussion Board
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	PUBH 509 Graduate Seminar in Public Health	Discussion Board
6. Explain the critical importance of evidence in advancing public health knowledge	PUBH 509 Graduate Seminar in Public Health	Discussion Board
7. Explain effects of environmental factors on a population's health	PUBH 509 Graduate Seminar in Public Health	Discussion Board
8. Explain biological and genetic factors that affect a population's health	PUBH 509 Graduate Seminar in Public Health	Discussion Board
9. Explain behavioral and psychological factors that affect a population's health	PUBH 509 Graduate Seminar in Public Health	Discussion Board
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities	PUBH 509 Graduate Seminar in Public Health	Discussion Board
11. Explain how globalization affects global burdens of disease	PUBH 509 Graduate Seminar in Public Health	Discussion Board
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)	PUBH 509 Graduate Seminar in Public Health	Discussion Board

3) Provide supporting documentation for each assessment activity listed in Template D17-1. Documentation should include the following, as relevant, for each listed assessment:

- assignment instructions or guidelines as provided to students
- writing prompts provided to students
- sample exam question(s)

The syllabus for PUBH 509 is provided in ERF D17.3. The ERF also provides a sample discussion board prompt to students in PUBH 509 (D17.3 PUBH 509 Discussion Board Prompt)

- 4) Provide a matrix, in the format of Template D17-2, that lists competencies for each relevant degree and concentration. The matrix indicates how each competency is covered in the curriculum. Typically, the program will present a separate matrix for each concentration. Note: these competencies are defined by the program and are distinct from the introductory public health learning objectives defined in this criterion.

Template D17-2

Coverage of Competencies for PhD in Public Health Sciences		
Competency	Course number(s) or other educational requirements	Specific Assessment Opportunity
1. Apply research methods to address health issues	PUBH 630, 635, 640	PUBH 630: Statistical Analysis Project PUBH 635: Individual Research Project and Presentation PUBH 640: Final Paper (compare and contrast two distinct epidemiological approaches addressing public health research question)
2. Explore, critique, and apply evidence-based information from multiple sources to public health issues	PUBH 635, 650	PUBH 635: Homework Assignments 1-6; PUBH 650: Final Grant Proposal
3. Propose theory-based strategies to promote inclusion and equity within public health programs, policies, or systems	PUBH 650, 656	PUBH 650: Specific Aims; Research Strategy; Final Grant Proposal; PUBH 656: Concept Mapping; Intervention Program Assignment
4. Communicate evidence-based public health information in diverse formats	PUBH 630, PUBH 635	PUBH 630: Statistical Analysis Project; PUBH 635: Individual Research Projects; Student Presentation

Provide supporting documentation that clearly identifies how the school or program ensures that students complete a curriculum based on defined competencies. Documentation may include detailed course schedules or outlines to selected modules from the learning management system that identify the relevant assigned readings, lecture topics, class activities, etc.)

Syllabi for each PhD course are provided in ERF D17.5. PhD students, and faculty who serve as primary advisors for PhD students also annually receive a PhD Curriculum Progress List (ERF D17.5 Syllabi and Supporting Documentation).

- 5) Briefly explain how the program ensures that the instruction and assessment in introductory public health knowledge is generally equivalent to the instruction and assessment typically associated with a three semester-credit course.

Each semester credit hour is equivalent to 3-hours of instructional and assessment time. All doctoral students must complete 20 credits of foundational public health coursework, equivalent to 60 hours of instruction. This is equivalent or exceeds the instruction and assessment typically associated with a three semester-credit course. These 20 credits of foundational public health coursework ensure student competency across foundations of public health and include Environmental Health (PUBH 510; 3 credits), Health Systems, Policy and Leadership (PUBH 520; 3 credits), Biostatistics (PUBH 530; 3 credits), Epidemiology (PUBH 540; 3 credits), Fundamentals of Program Evaluation (PUBH 537; 3 credits) and Assessment and Planning (PUBH 552; 3 credits). They also are required to take 2 semesters of the MPH seminar (PUBH 509; 1 credit each). Prior to beginning six-hundred level, doctoral courses, doctoral students complete 20 credit hours of public health foundational training.

- 6) Identify required coursework and other experiences that address the variety of public health research methods employed in the context of a population health framework to foster discovery and translation of public health knowledge and a brief narrative that explains how the instruction and assessment is equivalent to that typically associated with a three-semester-credit course.

Typically, the school or program will present a separate list and explanation for each degree program, but these may be combined if requirements are identical.

Doctoral students completing a PhD in Public Health Sciences at the University of Tennessee Knoxville, Department of Public Health, complete five courses in the form of 15 credits hours that address the variety of public health research methods employed in population health. These include Advanced Biostatistics (PUBH 630; 3 credits), Advanced Epidemiological Methods (PUBH 640; 3 credits), Dissemination and Implementation Science (PUBH 650; 3 credits), Systematic Reviews and Meta Analyses (PUBH 635; 3 credits), and Comparative Theories in Health Behavior (PUBH 656; 3 credits). These courses are designed to prepare students for rigorous empirical discovery and the ability to translate population health frameworks and public health knowledge to action to benefit public health.

Each course is delivered in person, face-to-face format. Faculty's pedagogical approaches vary to a degree that reflects individualized public health training and personality differences but include a mix of didactic and experiential pedagogical strategies.

Doctoral Seminar, PUBH 609:

Brief Narrative: The doctoral seminar is designed for doctoral student professional development and socialization. The course is a one-credit hour course and is taken sequentially over two semesters. The first semester involves introducing new doctoral students to academic and scholarly expectations, annual productivity assessments, faculty areas of expertise, publication expectations, authorship issues, diversity, equity, and inclusion topics relevant to public health research, and abstract preparation for national conferences. The second semester involves addressing topics such as creating and maintaining a sustainable and productive scholarly writing schedule, manuscript review/critiques processes for journals, grant writing expectations and processes, job seeking practices and preparation, and inclusive teaching practices.

Assessment: In the first semester of doctoral seminar students:

- Prepare an Individual Development Plan that helps them to identify their scholarly skills, areas of strengths, areas for training and improvement, and goals for the next academic year.
- Students must share and discuss the development plan with their primary mentor for planning purposes. This development plan is intended to be updated annually and used as one tool for completing self-assessment.
- Students also complete weekly discussion questions from the assigned readings.

In the second semester of doctoral seminar, students:

- Complete an article critique that mimics a manuscript review for peer review.
- Learn and present an inclusive teaching approach that includes a didactic and experiential teaching component.

Advanced Biostatistics, PUBH 630:

Brief Narrative: Biostatistics is the application of statistics to biological problems. This course offers advanced instruction in biostatistics, including the application of advanced inferential statistical methods to public health practice. This course covers a variety of multivariable modeling approaches, data management, and analysis planning and development.

Assessment: Students will be evaluated during the semester according to the following elements:

1. Homework: Homework assignments will be done with your consulting group and will move the group toward completion of their consulting assignment.
2. Labs: Lab assignments will focus on the practical application of statistical concepts using SAS software. Students will get full points for labs if every question is attempted and they are turned in via Canvas on time.
3. Statistical Analysis Project: This project will entail working with your consulting group to help a clinical investigator client to: define a health-related research question in terms of objectives and testable hypotheses, identifying appropriate data sets and variables within the given parameters, developing a comprehensive statistical analysis plan that includes advanced statistical techniques (including multivariable regression), reviewing the literature, conducting an original (advanced) quantitative data analysis, making relevant inference and appropriate interpretations based on the analysis, identifying key strengths and limitations of the analysis, and include with a discussion of the implications of these results to public health practice and future research. The final report will include a plain language summary that translates their research and findings to be communicated to a lay audience. Finally, groups will present their analyses in class for class feedback.
4. Final exam: A final exam will be given during the final exam period. This exam will be an open book/take-home exam that includes a mixture of multiple choice, short answer, calculations, true/false, matching questions, and SAS coding. The final will cover all material presented in the course, from readings and lecture materials to homework and lab materials.

Systematic Reviews and Meta-Analyses, PUBH 635

Brief Narrative: Systematic reviews and meta-analyses are important components of the epidemiologist's toolbox. They often provide the foundations for understanding the state of current research on a given exposure-outcome relationship and may offer opportunities for future research topics. This is a three-credit course.

Assessment:

1. **Homework assignments** will be due at intervals throughout the semester (see course schedule for dates). These assignments are related to individual and group projects and are intended to keep the student on track. Homework will be graded pass/fail. Due dates are marked in the course schedule. Each Homework assignment will be worth 50points each (300points total) and account for 35%of the final grade.
 - a.Homework 1:Systematic review topics/research questions.
 - b.Homework 2:Search strategy.
 - c.Homework 3:Data extraction tool.
 - d.Homework 4:Quality assessment.

e. Homework 5: Assessing biases.

f. Homework 6: Meta-analysis plan.

2. Discussions, Guest Lecture/Discussions, and Practice Activities focus on a more practical application of key concepts or methods using a case-study as a framework. The discussions and practice activities are organized using the principles of problem-based (cooperative) learning. It enables the student to become more involved with the course material and to articulate their understanding of this material through problem-solving exercises. The student will need to prepare for the group discussions and practice activities in advance by completing the course readings and other activities outlined on the course schedule, which will be updated throughout the semester (i.e., assignments stemming from our Practice Activities will be added as the semester unfolds). We will also use discussions/practice activities to advance the individual project. Participation in these discussions and practice activities (i.e., 20 points each; 16 total discussions and activities; 320 points total) will account for 20% of the final grade.

3. Individual research projects are intended to provide the student with the practical application of skills and methods learned in class. The student is expected to have a full study protocol completed by the end of the semester; it is worth 25% of the final grade (300 points total).

4. The student presentation is in-class at the end of the semester (see course schedule) and will be a summary of the individual project. Presentations are worth 20% of the final grade (200 points total). Students will present their individual projects (review protocols); including justification, search strategy, and analysis plan, and answer questions.

Advanced Epidemiological Methods, PUBH 640:

Brief Narrative: Epidemiology is the study of the distribution and determinants of health-related outcomes at the population level. Topics to be addressed include: measures of disease, measures of effect, sources of error, screening and clinical epidemiology, survival analysis, advanced methodological issues unique to the observational (e.g., cohort, case control) and experimental (e.g., randomized controlled trials, crossover trials) study designs most commonly utilized in public health practice and research, and causal inference.

Assessment:

Problem sets & Lab assignments

Submit (i.e., upload to the course CANVAS site) your completed Problem sets and Lab assignments as a single Word document or PDF file with your last name and which problem set or lab number it included is as the file name (e.g., 'Ehrlich_problemset1'). Problem sets and Lab assignments due dates are displayed on the course schedule. Show all of your work (for questions requiring calculations by hand/on paper, you can insert photos of hand-written work). The answers key will be posted to Canvas soon after the Problem set/Lab assignment is due.

Please note that you get points for attempting the Problem sets and Lab assignments. We do not expect students to get the correct answer on their first try and strongly recommend working on the Problem sets with classmates (i.e., as a PUBH 640 study group).

Exams

The Midterm Exam will be an in-class exam and the Final Exam will be a take home exam, see the course schedule for exam dates and exam review session dates.

Final Presentation

The Final Presentation will be introduced when we return from spring break. Briefly, the Final Presentation includes a 10-minute talk, with PowerPoint slides, followed by questions from the instructor, GTA, and your classmates. For the Final Presentation, students must identify: a single Specific Aim for a health-related research proposal (i.e., to NIH), two peer-reviewed manuscripts that support the scientific rationale for their Specific Aim, and a description of the general strengths and weaknesses of the two manuscripts and the scientific rationale presented. Our final two class meetings will be for students' presentations.

Dissemination and Implementation Science, PUBH 650

Brief Narrative: There is a substantial gap between public health innovations and delivery of innovation in routine practice. Dissemination and implementation science is a means of addressing this gap and is defined as, “the scientific study of methods to promote the systematic uptake of research findings and other evidence-based practices” to improve the quality-of-service delivery in routine care settings (Eccles & Mittman, 2006). It includes the study of influences on professional and organizational behavior that impact implementation effectiveness. This course will provide an overview of the core theories and methods in implementation research and practice. It will introduce students to guiding conceptual frameworks; barriers, facilitators, and implementation strategies at the intervention, individual, organizational, and policy levels; core issues related to sustainment and scale-up; and designs and methods to evaluate implementation research and practice efforts. Three basic themes will be emphasized: 1) the importance of understanding context in which implementation occurs and the diverse factors that can influence implementation; 2) the variety of strategies that can be used to increase the adoption of programs and interventions or innovations in practice; and 3) the intended and unintended consequences that may accompany the program implementation. In addition to course readings and individual assignments, regular course meetings will facilitate learning.

The **final course assignment** is equally conceptual as pragmatic. Students will design and write a fundable application (grant proposal) in which they identify an implementation project that they are interested in conducting. The goal is for students to begin exploring in detail a specific project idea that is immediately relevant to their professional goals. The proposal will also provide an opportunity to begin developing proposal writing skills.

Assessment:

Each of our 3-hour class meetings will involve a 1.5-hour discussion about concepts presented course readings, and 1.5 hours for writing, and review and providing constructive and critical written feedback to our colleagues about each section of the proposal. Discussion of the reading will emphasize the threshold concepts presented by each chapter and presentation and discussion about specific expectations for the content to be included in each section of the grant proposal we will write.

Students will arrive to course meetings on time and having read the days assigned materials. Students will participate in class meetings via Zoom and will have the technology and connectivity required for synchronous sessions. This will include at a minimum some video and full audio capacity for maximum participation. If there are limitations regarding video streaming, please contact the instructor in advance for solution making and maximum inclusion for all students. Students will participate in synchronous sessions in a quiet, private location. Coffee shops are not preferred, although if these are the only options available, please discuss this in advance with the instructor to ensure maximum participation and establish technology settings that reduce noise and visual distractions. Students will wear clothing that is appropriate and is in step with expectations for in-person, in-seat courses. Please also be sure that surroundings and background content are not distracting to fellow classmates and instructors.

- **Feedback to Classmates/Colleagues (20 points):** During each class meeting you will read sections of the developing proposal and provide thoughtful, rational, course focused, feedback for each proposal section. This will begin on day 2 and continue throughout the semester. Then after the final feedback is given, you will evaluate your colleague’s feedback and submit it on canvas.
- **Specific Aims Page (10 points):** This assignment is the first document in a grant proposal and is meant to communicate very concise background, goals, expected outcomes and impact of the proposed research.
- **Dissemination and Implementation Framework Selection (10 points):** The selection of an implementation framework has tremendous implications for how a particular project is approached. A thoughtfully selected framework can highlight factors that may influence implementation, guide implementation processes, and inform measurement. Yet selecting an appropriate implementation framework is not easy; there are numerous frameworks described in the literature. This assignment provides an opportunity to explore implementation frameworks that may be relevant to your developing proposal and to consider the implications of selecting a particular framework or frameworks for your project.

- **Research Strategy: Significance Section (10 points):** This section of the grant proposal should include the following subsections: importance of the problem to be addressed; Rigor of prior research supporting the aims presented in the aims page (this is where you cite the published evidence; organize this by your aims); Significance of the expected research contribution. Innovation of your project and its methodological approach.
- **Research Strategy: Approach Section (10 points):** In this section you will provide a brief introduction, research design, expected outcome, and potential problem/alternative strategy for each of the aims you list in your aims page.
- **Final Project Proposal (20 points):** For the final assignment, you will assemble the full project proposal for an implementation research project of your choice. The range of acceptable projects is broad; ideally, your proposal will provide a foundation for your future work. Our other course assignments up to this point have been intended to facilitate completion of this assignment.
- **Final Proposal Presentation:** On the last day of class, you will give a 30-minute presentation of your proposal including developed background, and methods sections. This should include the presentation of relevant literature and existing gaps your project will fill, specific aims, and methods including study design, sampling, measures, analyses.

Comparative Theories in Health Behavior, PUBH 656

Brief Narrative: Theoretical models of health behavior; analysis, synthesis, and discussion of historical, contemporary and cross-cultural relevance of models; application of theory to research, prevention and intervention in public health; critical reading and evaluation of theory-based research on health behavior.

Assessment:

Reflection Papers: You are required to write eight short reaction papers throughout the semester. The topics of these papers are the broad topics discussed in class. The purpose of these reaction papers is to make you all think outside and beyond what you have read for each class day. Hence these are not regurgitation of weekly readings. Some examples of these short papers would be methodological or theoretical inconsistencies, alternative explanations to their findings, etc. Each paper should be a maximum of 2 pages, double-spaced and typed with adequate page margins. Due dates of each reflection paper are mentioned below under "Tentative Schedule". Each reflection paper is worth 25 points each for a total of 200 points.

Class Presentations: Two presentations are scheduled for this semester. The first presentation is based on the application of secondary data to a selected theory of your choice. The second presentation will focus more on the development of survey questions to reflect the theoretical components of your theory. Each student/group will discuss the selected theoretical approach and present a scenario where the selected theory can be applied in addressing a public health problem in our society. You will have 15-20 minutes for the presentation followed by 5-10 minutes for the discussion. The class presentation is worth 50 points each to a total of 100 points.

Attendance and Participation: Class attendance and participation in discussions are important. Participation in class discussions and engagement is equally important as turning-in all assignments on time. Missing classes will have an adverse effect on your final grade in this class. Participation and attendance are worth 50 points.

Final Paper: Each student will be asked to conceptualize a health intervention using a specific public health problem in an at-risk target population and utilize one specific health behavior theory or model of their choice. The emphasis here is to develop a broader understanding in using theoretical framework in addressing a public health problem. Further details of the paper will be discussed in class. The final paper is worth 100 points.

- 7) Briefly summarize policies and procedures relating to production and assessment of the final research project or paper.

The final research project/paper is the doctoral dissertation. Prior to beginning the doctoral dissertation, a student must complete the comprehensive exam (dissertation proposal) process. The dissertation proposal is made up of a written and an oral component. The written component of the doctoral dissertation proposal assesses a student's ability to accurately and adequately communicate the importance of their research question(s), describe a research plan, and discuss the strengths and limitations of the chosen design and possible alternative strategies to address the research questions.

The student's academic advisor and dissertation committee members will grade the dissertation proposal (comprehensive exam). The exam is graded Pass/Fail, with a minimum total score of 18 points out of 25 for the Comprehensive Exam/Dissertation Proposal considered passing. Written feedback will be provided to the student to further mastery and synthesis of concepts. If the student does not pass the written exam on their first attempt, they will have the option to re-write the exam for a second attempt. If the student does not pass the exam after two attempts, they must exit the program. The rubric is provided in ERF D.17.8 Comprehensive Exam Rubric.

The final doctoral dissertation paper/project includes an oral and written component. The written and oral components of the doctoral dissertation directly assess a student's ability to communicate the importance of research questions, describe a research plan, synthesize and interpret findings, and discuss strengths and limitations of study and implications of the results for both future research and public health practice accurately and adequately.

After the final dissertation paper/project is completed, the student, in consultation with the Dissertation Committee Chair, will schedule a final oral examination, which will include an oral presentation of the completed written dissertation. At least one week prior to the scheduled oral examination, the student must submit the Dissertation Defense Scheduling form to the Graduate School, available on the UTK Graduate School website. All Doctoral Committee members must participate in the oral examination, which is also open to any faculty and students. People outside the university may also be invited to the oral examination. Upon successful completion of the final oral examination, a final electronic copy of the dissertation must be submitted to and accepted by the Graduate School. Because dissertations are so specialized and unique, no rubric is used. It is up to the dissertation committee's discretion to determine if the student has met all requirements to pass this academic milestone.

- 8) Provide links to handbooks or webpages that contain the full list of policies and procedures governing production and assessment of the final research project or paper for each degree program.

The University of Tennessee Department of Public Health provides annually updated Graduate Student Handbook on our website (https://publichealth.utk.edu/current-students/forms_docs/). This is also available as a PDF in ERF (D17.9 Graduate Handbook 23_24). The University of Tennessee Graduate School provides updated instructions and requirements for dissertations on their website (<https://gradschool.utk.edu/academics/graduation/theses-and-dissertations/>).

- 9) Include completed, graded samples of deliverables associated with the advanced research project. The program must provide at least 10% of the number produced in the last three years or five examples, whichever is greater.

Two products are provided in ERF D17.10. There are only two because we began our PhD in Public Health Sciences in July 2020, and we received notification of CEPH accreditation for this program in August 2021. Since the program's inception and accreditation, two students have graduated from our program (Singh and Schwartz). We expect that one additional PhD student will complete and pass their dissertation defense in Spring 2023 (Khan). Fourteen doctoral students have enrolled in the PhD in Public Health Sciences program. We fully anticipate that students will continue to successfully advance through the program, complete their degrees, and provide dissertation products.

The two samples provided are the final versions which have been reviewed by the entire committee with all comments addressed and required revisions completed and submitted to TRACE (UTK electronic

dissertation repository, <https://trace.tennessee.edu>). See ERF D.17.10 Student Samples Singh_Dissertation and Schwartz_Dissertation.

- 10) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- Faculty topical and methodological expertise are closely aligned with the coursework provided in the PhD program.
- All faculty accept students that share closely aligned research interests and activities.
- We conduct annual assessments of student progress across all three of our specific learning outcomes using a triangulated approach (students self-assessment, advisor assessment, and other faculty assessment). The three learning outcomes are: 1) Students will demonstrate mastery of scientific and technical writing; 2) Students will verbally respond to scientific questions clearly and accurately; 3) Students will demonstrate mastery of complex scientific and technical issues relevant to the student's area of research. A standardized rubric is used to assess student progress annually across these outcomes. Students' progress from "emerging" to "intentional" to "professional" to "mastered" throughout their degree process. Currently, all sixteen of our enrolled students are actively progressing through the learning outcomes. This assessment is synthesized and shared with the student with suggestions for areas to continue improving.
- The program supports PhD students in their development toward completing the advanced research project/dissertation by providing them with the high-quality professional development and academic training opportunities that are necessary to advance in their programs to completion and submission of the advanced research project/dissertation. These supports include research opportunities with faculty in the department, professional development opportunities, local and regional conference, and research meeting attendance.

Weaknesses

None.

Plan

- To ensure we are meeting student needs across professional and academic dimensions toward completing of the advanced research project/dissertation, we also plan to implement an annual, anonymous PhD student satisfaction and needs survey. This will provide students an additional opportunity to share their needs and identify gaps in opportunities needed to support student's capacity to complete their advanced research project/dissertation. We will implement the student survey in the 2023-2024 academic year.

D18. All Remaining Degrees

Not applicable.

D19. Distance Education

The university provides needed support for the program, including administrative, communication, information technology and student services.

There is an ongoing effort to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. Evaluation of student outcomes and of the learning model are especially important in institutions that offer distance learning but do not offer a comparable in-residence program.

- 1) Identify all public health distance education degree programs and/or concentrations that offer a curriculum or course of study that can be obtained via distance education. Template Intro-1 may be referenced for this purpose.

The current MPH program includes four fully distance education (DE) concentrations:

- Community Health Education
- Epidemiology
- Health Policy and Management
- Veterinary Public Health

The undergraduate and PhD programs do not offer distance degree programs or concentrations.

- 2) Describe the public health distance education programs, including
 - a) an explanation of the model or methods used,

Foundational and concentration courses are offered during the fall, spring, and summer semesters. DE MPH students access lectures, assignments, and other resources through the course site within the UTK Canvas system. Each course has a dedicated Canvas course site where students can view their grades and communicate with the instructor and other students enrolled in the course.

Synchronous requirements differ by course and the needs of students. Courses that require a high level of student support include weekly one-hour synchronous sessions, while other courses meet as needed or are completely asynchronous. The need for synchronous sessions is assessed each semester by the faculty and adjusted as indicated by the course material and student feedback. Additionally, faculty offer virtual office hours to provide individual assistance and guidance for students.

- b) the program's rationale for offering these programs,

The DE MPH program was created to provide an option for working professionals who need greater flexibility than traditional programs, or who are unable to relocate to complete a graduate degree. The online modality reaches adults who are already in the workforce and wish to earn an MPH to either progress in their current workplace or seek new employment.

The adoption of an online program aligns with the strategic vision of the university (<https://www.utk.edu/vision>), which has the stated educational objectives:

- Provide learners at all levels with opportunities to engage in rich learning and in scholarship that is collaborative, inquiry-based, experiential, affordable, and relevant
- Deliver educational opportunities that are responsive to the needs of learners
- Support curricular innovations that align with 21st-century workforce needs and our research strengths and priorities
- Ensure that the programs we offer are accessible to communities across Tennessee and beyond

For non-traditional students, offering a distance education option for the MPH program allows the Department a way to achieve these institutional objectives.

Additionally, the adoption of an online program aligns with the vision of the College of Education, Health, and Human Sciences' Goal 1: Develop world-class programs designed for the needs of today and the future and develop outstanding teaching of faculty for these programs, for the purposes of increasing student enrollment and greater student success. One of the ways that the college expresses this goal is through the development of "online programs (majors, minors, certificates) for all appropriate face-to-face programs."

- c) the manner in which it provides necessary administrative, information technology and student support services,

Administrative

Students are assisted by the staff within the department, many of whom also support the on-campus MPH students. Assistance with course registration, completion of program paperwork, and information about program resources is provided by faculty advisors, the MPH Program Director, the Applied Practice Experience (APEX) Coordinator, and office support staff.

Information Technology

DE MPH students have access to the UTK OIT (Office of Information Technology) Department (<https://oit.utk.edu/>), which operates a Helpdesk that is accessible through phone, online chat, or a ticket system. Students can contact OIT for assistance with computer problems, questions about software, or Canvas support. Also, students can download software using the UTK OIT software download site.

Student Support Services

Upon acceptance into the program, each DE MPH student is assigned a faculty advisor. Advisors are assigned according to concentration within the program. Faculty advisors assist with course planning, registration, and candidacy paperwork, and any other academic assistance that students may need.

A Student Support Coach is assigned exclusively to distance education students to help year-round to answer questions and provide general support. The Student Support Coach also assists with enrichment opportunities such as weekly study groups via Zoom, offering a virtual student union, and professional development such as the EndNote Clinics held during the fall 2022 semester.

An online student advising site has been created within Canvas to provide students with information about university policies and expectations, guidance for navigating the learning management system, preparing for success, and academic planning.

All students have access to Student Disability Services to address accommodations that will help them succeed and have full access to the UTK library system through the university website. The Office of Online Learning & Academic Programs has partnered with LifeWorks to provide all Distance Education (DE) students with 24/7 remote mental health and wellbeing support using the MySPP program. Students can access online mental health and wellness support guides and can also connect in real time with clinical professionals who are experienced in helping students cope with the unique challenges they face. This program is offered at no cost to our Distance Education students and aims to support the wellbeing and retention of students enrolled in a UTK Distance Education program.

- d) the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the university, and

The DE MPH degree is in its second year. Some courses are being offered for the first time in both 22-23 and the 23-34 academic years. As such, we have limited experience and data to make comparisons with other programs regarding rigor of the program. The APC (Academic Program Committee) is monitoring student performance, input from the college Curriculum Review Committee, and student perceptions of

challenge (of the curriculum). We expect to have our first graduates of the DE MPH degree in summer 2023.

- e) the manner in which it evaluates the educational outcomes, as well as the format and methods.

The manner in which the educational outcomes are measured are the same as the methods used for the campus-based MPH degree. We do this through our reporting to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), graduation rates and student perceptions.

SACSCOC reporting requirements include at least three student learning outcomes measured with developed assessment tools. Outcome 1. Students will demonstrate readiness for professional practice in health-related settings includes a self-assess of competency for each of the 21 foundational competencies at the beginning of the program and at the end through a Qualtrics Survey. The analysis determines if a statistically significant difference exists from start to completion of the program. Outcome 2, Students will demonstrate critical thinking & problem-solving abilities reflecting integration of public health competencies, reports results of the Comprehensive Exam. All students, on-campus or distance education take the same Comprehensive Exam. Students are granted access to the comprehensive examination questions through Canvas by using their unique UTK user ID. The exam is a "take-home" essay exam.

Students at the graduate level are required to maintain acceptable academic performance. The program follows the guidance of the Graduate School, which requires a cumulative GPA of 3.0. This is monitored by the program and the Graduate School. Action is taken if the cumulative GPA falls below 3.0.

A Qualtrics alumni survey is conducted at intervals to describe the perceived impact of the program's preparation for employment opportunities.

- 3) Describe the processes that the university uses to verify that the student who registers in a distance education course (as part of a distance-based degree) or a fully distance-based degree is the same student who participates in and completes the course or degree and receives the academic credit.

The university and department utilize several methods to verify that students enrolled in a DE course as part of a distance-based degree are in fact the individuals attending the classes, completing the assigned work, and receiving the academic credit. These methods are outlined below:

Attendance report: Each semester the Office of the University Registrar requires attendance verification. Faculty verify that students have attended a class or completed an assignment in the first weeks of the semester.

UTK User ID: Students must use their unique user ID to log into Canvas and all other areas of the UTK system.

UTK Email: Communication between students and faculty or staff at the university is only permitted using the UTK email system. Students access their email account using their unique UTK User ID.

Advising: Students are required to meet with their faculty advisors each semester.

Regular contact with Success Coach: Students are contacted regularly by the Success Coach through the UTK email system and other systems that require authentication using the UTK User ID.

- 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- Student orientations include information about how to succeed in an online learning environment.
- The Canvas learning platform facilitates ease of use and a consistent format across courses.
- Strong technical support from the UTK OIT group.
- Faculty advisors also teach in the program. This approach provides students with the opportunity to interact with advisors that are consistent and familiar to them, and who have first-hand knowledge of the courses offered in the program.
- Consistent communication between the distance education and on-campus faculty who teach the same classes. Faculty can share ideas and ensure that the same topics are covered regardless of modality.
- The DE program utilizes an evidence-based online teaching framework to ensure that courses meet current standards for online education. These standards include the creation of course materials designed to meet various learning styles and alignment of assessment/module/course objectives.

Weakness

- DE program is in its second year, thus there is not yet an opportunity to compare rigor with other online programs at the University.

Plans

- Monitor DE program rigor through student and alumni surveys (perceived rigor), graduation rates, and job placement rates.

E1. Faculty Alignment with Degrees Offered

Faculty teach and supervise students in areas of knowledge with which they are thoroughly familiar and qualified by the totality of their education and experience.

Faculty education and experience is appropriate for the degree level (bachelor's, master's, doctoral) and the nature of the degree (research, professional practice, etc.) with which they are associated.

- 1) Provide a table showing the program's primary instructional faculty in the format of Template E1-1. The template presents data effective at the beginning of the academic year in which the final self-study is submitted to CEPH and must be updated at the beginning of the site visit if any changes have occurred since final self-study submission. The identification of instructional areas must correspond to the data presented in Template C2-1.

Template E1-1

E1-1 Primary Instructional Faculty Alignment with Degrees Offered						
Name*	Title/ Academic Rank	Tenure Status or Classification^	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in Template C2-1
Chen, Jiangang	Assoc. Prof.	Tenured	PhD M of Med B of Med	U Cal Davis Beijing Med U Beijing Med U	Population Health Sciences	Population Health Sciences
Ehrlich, Samantha	Asst. Prof.	Tenure-track	PhD MPH	UC Berkeley UC Berkeley	Epidemiology	Public Health Sciences, Epidemiology
Grubaugh, Julie	Lecturer	Non-Tenure track	MPH	UT Knoxville	Community Health Education	Population Health Sciences
Jones, Daleniece	Asst. Prof.	Tenure-track	PhD MPH	U of Memphis U of Memphis	Epidemiology Environmental Health	Epidemiology, Population Health Sciences
Kavanaugh, Katie	Assoc. Prof.	Tenured	PhD MS	UC Davis UT Knoxville	Nutritional Biology/Epidemiology Nutrition Science	Public Health Nutrition
Meschke, Laurie	Prof.	Tenured	PhD MS	Penn State Penn State	Human Development, Demography Human Development and Family Studies	Public Health Sciences, Community Health Education, Population Health Sciences
Odoi, Agricola	Prof.	Tenured	PhD	U Guelph	Epidemiology	Veterinary Public Health

			MSc BVM	U Nairobi Makerere University, Uganda	Epidemiology & Animal Health Economics Veterinary Medicine	
Okafor, Chika	Assoc. Prof.	Tenured	PhD MS DVM	Michigan State Michigan State U Nigeria	Epidemiology Food Safety Veterinary Public Health	Veterinary Public Health
Parks, Ashley	Asst. Prof. of Practice	Non-Tenure track	DrPH MBA MPH MTech	UCLA Quantic School of Business and Technology Cal. State Univ., Fresno Georgetown University	Health Services Leadership Business Health Promotion, Policy, and Management Healthcare Information Technology and Innovation	Health Policy and Management, Population Health Sciences
Perion, Jennifer	Asst. Prof. of Practice	Non-Tenure track	PhD MLS	U of Toledo, OH U of Toledo, OH	Health Education Liberal Studies/Gerontology/ Epidemiology & Biostats	Community Health Education, Epidemiology
Prothero, Peyton	APEX Coordinator	Staff	MPH	UT Knoxville	Community Health Education	Population Health Sciences
Russomanno, Jennifer	Asst. Prof. of Practice	Non-Tenure track	DrPH MPH	UT Knoxville UT Knoxville	Community Health Education Community Health Education	Community Health Education
Shelton, Brittany	Asst. Prof.	Tenure-track	DrPH	UAB UAB	Health Policy and Organizational Outcomes Research	Health Policy and Management, Population Health Sciences

			MPH		Health Policy	
Smith, Kenneth	Asst. Prof.	Tenure-track	PhD	Johns Hopkins University	Economic Demography and Health Economics	Health Policy and Management
Spence, Marsha	Prof.	Non-Tenure track	PhD MS-MPH	UT Knoxville UT Knoxville	Human Ecology (Nutrition)	Public Health Nutrition
Sunil, Thankam	Prof. and Dept. Head	Tenured	PhD PhD MPH M. Phil MPS. M.Sc.	U North Texas IIPS Bombay, India U North Texas Health Sciences Center IIPS Bombay, India IIPS Bombay, India Univ. of Kerala, India	Sociology Public Health Population Studies Population Studies Population Studies Statistics	Public Health Sciences, Population Health Sciences
Tran, Phoebe	Asst. Prof.	Tenure-track	PhD MS MS	Yale Yale Harvard	Chronic Disease Epidemiology Chronic Disease Epidemiology Epidemiology	Public Health Sciences, Epidemiology
Wotring, Amy	Asst. Prof. of Practice	Non-Tenure track	PhD MPH	U of Toledo, OH Northwest Ohio Consortium of Public Health, Toledo, OH	Health Education Health Promotion and Education	Community Health Education

2) Provide summary data on the qualifications of any other faculty with significant involvement in the program's public health instruction in the format of Template E1-2. Programs define "significant" in their own contexts but, at a minimum, include any individuals who regularly

provide instruction or supervision for required courses and other experiences listed in the criterion on Curriculum. Reporting on individuals who supervise individual students' practice experience (preceptors, etc.) is not required. The identification of instructional areas must correspond to the data presented in Template C2-1.

Template E1-2

Non-Primary Instructional Faculty Regularly Involved in Instruction							
Name*	Academic Rank^	Title and Current Employment	FTE or % Time Allocated	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in Template C2-1
Allen, Chenoa	Adjunct	Program Evaluator, Social Work Office of Research and Public Service, UTK	0.10	PhD	UT Knoxville	Health Behavior and Health Education	Community Health Education
				MS	UC Berkley	Health and Medical Sciences	
Decker, James	Adj. Asst. Prof.	CEO, Medic Regional Blood Center	0.10	DHA	U of South Carolina	Health Admin.	Health Policy and Management
				MS	UAB	Health & Hospital Admin	
				MBA MS	UT Knoxville UAB	Business Microbiology	
Dorsainvil, Michele	Adjunct	Research Public Health, Analyst RTI International	0.10	MA	Columbia University	Health Education	Population Health Sciences
Fuesting, Brandi	Adjunct	Lincoln Memorial University	0.10	DrPH MPH	UT Knoxville Capella University	Public Health Public Health: Social & Behavioral Health	Community Health Education
Hahn, William	Adj. Asst. Prof.	Clinical Psychologist Student Counseling Center, UTK	0.10	PhD MS	Purdue University Purdue University	Clinical Psychology Clinical Psychology	Population Health Sciences
Ward, Jennifer	Adj. Asst. Prof.	Extension Specialist Family and	0.10	PhD	UT Knoxville	Family Resource Management	Population Health Sciences
				MPH	UT Knoxville		

		Consumer Science, UTK				Child and Family Studies	
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- 3) Include CVs for all individuals listed in the templates above.

ERF Criterion E.3

- 4) If applicable, provide a narrative explanation that supplements reviewers' understanding of data in the templates.

All faculty members listed in the above tables have credentials and training in teaching courses in their respective degree programs (undergraduate, Masters or PhD) and in the field of concentration. The majority of the faculty have terminal degrees in Public Health or in a related discipline.

- 5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The department has recently recruited new additional faculty to compensate growing number of students in new degree programs.
- Recruitment of new NTT faculty and adjunct faculty bring real world experience into the classroom to further enhance students' understanding about the relevance of public health in practice.

Weakness

- Given the growth in DE program and expected growth in the undergraduate program, additional faculty lines may be warranted in the coming years.

Plans

- Planning recruitment of faculty ahead of time and widening dissemination of job posting in major national, regional, and local organizations and in professional network sites are key in attracting qualified candidates.

E2. Integration of Faculty with Practice Experience

To assure a broad public health perspective, the program employs faculty who have professional experience in settings outside of academia and have demonstrated competence in public health practice. Programs encourage faculty to maintain ongoing practice links with public health agencies, especially at state and local levels.

To assure the relevance of curricula and individual learning experiences to current and future practice needs and opportunities, programs regularly involve public health practitioners and other individuals involved in public health work through arrangements that may include adjunct and part-time faculty appointments, guest lectures, involvement in committee work, mentoring students, etc.

- 1) Describe the manner in which the public health faculty complement integrates perspectives from the field of practice, other than faculty members' participation in extramural service, as discussed in Criterion E5. The unit may identify full-time faculty with prior employment experience in practice settings outside of academia, and/or units may describe employment of part-time practice-based faculty, use of guest lecturers from the practice community, etc.

The public health faculty teaches and supervises student research and practice experiences in areas in which they are qualified by education and experience. For example, Dr. Kathy Brown has significant practice experience, having served as the Director of Community Assessment & Health Promotion at the Knox County Health Department for eight years prior to her faculty appointment in 2014. Dr. Laurie L. Meschke, Professor of Public Health, owned and operated a research consulting company for five years, which focused on program development and evaluation, workforce development, and grant writing – all key aspects of the academic program and of public health practice. Dr. Kenneth Smith, Assistant Professor of Public Health, formerly worked at the Texas Health Institute as a Senior Public Health Research Analyst. His focus on health economics, policy change, and systems thinking has proven invaluable to the foundational courses and those related to the health policy and management concentration. Dr. Mallory Gary, an Assistant Professor of Practice, previously served as an AmeriCorps Instructor. In this capacity she taught a youth health promotion program, conducted workshops, and participated in grant writing.

The faculty maintains ongoing practice links with area, regional, and state public health agencies. These agencies include the Knox County Health Department (KCHD), the East Tennessee Regional Health Office (ETHRO) and its 15 county health departments, the Tennessee Department of Health (TDH) and other large health departments, such as those in Hamilton County and Davidson County. The Academic Health Department (AHD) partnership with KCHD facilitates faculty access to the local public health practice setting and offers many opportunities to be involved in training, workforce development, class projects with the local health department, and practice-based research activities. The AHD memorandum of understanding stipulates that the Public Health Officer of the KCHD is appointed as Adjunct Professor in the DPH (Department of Public Health) and that the Department Head of the DPH serves as a consultant to the KCHD.

The Veterinary Public Health (VPH) faculty members are involved additionally with the Centers for Disease Control and Prevention, the US Department of Agriculture, the National Park Service, TN Department of Health, TN Dept of Agriculture, and Knox County Health Department. Public health nutrition faculty members have involvement with the Association of State Public Health Nutritionists, the Association of Graduate Programs in Public Health Nutrition, the American Public Health Association (Food and Nutrition and Maternal and Child Health Sections), the Academy of Nutrition and Dietetics (Public Health and Community Nutrition and Weight Management Dietetic Practice Groups), and the US Department of Health and Human Services (MCH Bureau Nutrition Training Grantee Leadership Team).

Faculty members maintain certification and licensure relevant to their area of practice (e.g., certified health education specialist, registered dietitian, state veterinary medical license, boarded in Internal Medicine and in Public Health/General Preventive Medicine, etc.). Two VPH faculty members are diplomates of the American College of Veterinary Preventive Medicine. Faculty members are active in relevant professional

organizations, including the American Public Health Association, Tennessee Public Health Association, National Safety Council, American Dietetic Association, Society for Nutrition Education, Community Food Security Coalition, American Society for Nutritional Sciences, American Veterinary Medical Association, American College of Veterinary Preventive Medicine, Association for Veterinary Epidemiology and Preventive Medicine, American Association of Food Hygiene Veterinarians and others.

Public health practitioners in the region are routinely invited to guest lecture in classes, to serve as reviewers of student projects, to share opportunities to engage in community projects, to serve as Field Placement Preceptors, and to lead seminars. Faculty members often attend sessions of the Public Health Seminar (PUBH 509) which features a minimum of 25 speakers each academic year, with most speakers addressing specific research projects or professional practice. In the 500- and 600-level courses in 2022-2023 academic year, 33 community practitioners shared their experience and expertise in the classroom sessions. In addition, community service learning is emphasized in several of our public health courses, including Evaluation (PUBH 537), which is a foundation course. Grant Proposal Writing for Health and Social Programs (PUBH 565) and Healthcare Organizations: Behavior and Management (PUBH 527) are also community service-learning courses. The community partners involved with the courses annually vary from 1-10, based on the enrollment and competency deliverables for the course.

Undergraduate public health courses take full advantage of public health practitioners to enhance their content and relevance. Except for Introduction to Research Methods in Public Health (PUBH 336), every undergraduate course (i.e., 9 courses in fall 2022) has at least one guest speaker and many include multiple speakers over a semester.

- 2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The Department of Public Health at the University of Tennessee in Knoxville has long prided itself on the community-engaged nature of its teaching, research, and service, as well as its program development processes –including recruitment of faculty and guest speakers with experiences outside of academia.
- This dedication is reflected in the Department’s current strategic plan, which will be revised in 2023-24.
- This commitment to integrating the expertise and experience of faculty with practice and service-learning and practitioner expertise in the course have been retained across the past five years.
- Our strengths include faculty with practice experience, incorporating practitioner expertise in our curricular requirements, and incorporating service-learning to strengthen professional development opportunities of our students.
- Of note, the spring Graduate Seminar in Public Health is comprised of presentations by practitioners which provides opportunity for interaction and engagement between students and practitioners within the course and beyond.

Weakness

- None noted

Plans

- Continue to include practitioners in the classroom
- Foster linkages between faculty and practitioners, particularly at the local and state level.
- Monitor student, alumni, and employer feedback on the value and opportunity for integration of teaching, learning, and practice.

E3. Faculty Instructional Effectiveness

The program ensures that systems, policies, and procedures are in place to document that all faculty (full-time and part-time) are current in their areas of instructional responsibility and in pedagogical methods.

The program establishes and consistently applies procedures for evaluating faculty competence and performance in instruction.

The program supports professional development and advancement in instructional effectiveness.

- 1) Describe the program's procedures for evaluating faculty instructional effectiveness. Include a description of the processes used for student course evaluations and peer evaluations, if applicable.

All evaluations are conducted in conformity with the evaluation criteria described in the faculty handbook (<https://facultyhandbook.utk.edu/appointment-evaluation-promotion-tenure-and-review/faculty-review-and-evaluation/>) and are and are guided by the Best Practices statements formulated by the faculty senate. Included in the faculty performance review are results of the student course evaluations (TNVoice), which mandates student evaluation of each course using standardized rating forms. TNVoice offers fourteen different questions (<https://ie.utk.edu/wp-content/uploads/sites/106/2022/12/TNVoice-Core-Questions.pdf>) that are used for all course evaluations. A copy of the core questions is included in Resource File E3.1 TNVoice-Core-Questions. Eight of the fourteen questions include ratings of strongly agree, agree, neutral, disagree, and strongly disagree. The system also includes a set of two open-ended questions asking for additional feedback about the instructor, and course. In addition, questions were also included on average hours per week students spent outside of class meetings, expected grade in the course, if the course taken is fulfilling the requirement for major, minor, cognate, general education or an elective and class/year in school. Summaries are available electronically to the course instructor after the semester has ended. The process used to secure student ratings assures anonymity. The department head reviews the ratings for each instructor each semester and discusses results with each faculty member during annual performance reviews. Each instructor is expected to review their evaluations each semester and integrate student feedback to continually improve instructional effectiveness.

The DPH uses a two-tiered process for peer evaluations of teaching, both described further in Resource Files E3.1 Peer Teaching Evaluation Guidelines and Teaching Evaluation Toolbox.

The first is a peer evaluation by a single DPH faculty member, which involves a review of the syllabus, observation of teaching in-class, and assessment of teaching materials. A written evaluation is provided to the faculty member being assessed and to the DPH Head. Typically, the single peer reviews are provided on average once a year to each faculty member.

The second type of peer review is the Peer Review Committee. The Peer Review Committee includes three faculty members, one of whom is from outside the DPH. The faculty member being reviewed and the DPH Head work together to identify members of the Peer Review Committee. Each member of the committee reviews the syllabus, observes an in-class session, and assesses teaching materials. Each committee member writes an evaluation. Then the committee chair integrates the written evaluations into a single document provided to the faculty member being reviewed and the DPH Head. The Peer Review Committee process is provided to each faculty member at least once during the initial probationary period. Both types of peer evaluation are included in the dossier to be reviewed during retention reviews and by the department's Department Promotion and Tenure Committee. The peer review report provides constructive criticism aimed at improving teaching performance.

- 2) Describe available university and programmatic support for continuous improvement in teaching practices and student learning. Provide three to five examples of program involvement in or use

of these resources. The description must address both primary instructional faculty and non-primary instructional faculty.

Teaching and Learning Innovation (TLI) (<https://teaching.utk.edu>) serves as the University's home for faculty development. As part of the work, TLI seeks to provide tenure track and non-tenure track faculty, as well as graduate students and post-docs, with opportunities for professional development in teaching, as well as supporting all our stakeholders in attaining the success that they seek related to their work and career paths. In addition to workshops, the TLI offers a New Faculty Teaching Institute (NFTI) before each academic year begins. The primary goals of NFTI are to support new faculty to build community with one another, introduce new faculty to current policies, practices, and the greater teaching and learning environment at UT, and connect new faculty to TLI, and other important campus resources, that will help them be successful throughout their careers. Some examples of topics covered during NFTI include an overview of UT academic policies and procedures, a panel discussion on student mental health needs and how to support your students to be successful in your class, a networking lunch with other new faculty, a campus partner resource fair, and breakout sessions with featured campus partners to ask questions and learn more about their teaching and learning resources. Further, TLI offers workshops on topics such as innovative course design series and fostering courageous conversations in the classroom throughout the year. A long list of teaching resources is available at the TLI website where faculty can access these resources throughout the year (<https://teaching.utk.edu/teaching-resources/>). All junior faculty, Assistant Professors in Tenure Track and Non-Tenure Track, in the DPH have participated in this training as part of their on-boarding process as new faculty in the University.

The following are some examples where faculty members received support from TLI and from the University towards improvement in teaching practices and student learning.

1. TLI offers training in instructional effectiveness to all new faculty. In the DPH, Drs. Phoebe Tran, Brittany Shelton, Kenneth Smith and Daleniece Jones participated in these training sessions in their first semester.
 2. UT has an on-going contract with Noodle Partners, an outside agency which provides online course development and recruitment of students to online education. Noodle has provided extensive training to all DE faculty in building online courses. Several faculty members including Drs. Kathleen Brown, Jiangang Chen, Jennifer Perion, Jennifer Russomanno, Jennifer Jabson Tree, Kenneth Smith, Brittany Shelton, and Mallory Gary received this training.
 3. The OIT instructional designers consult with the faculty regarding online and blended course design and evaluation. They design and develop a wide variety of media and multimedia materials including texts, images, audio, video, animation, and interactive elements for use in instruction. They assist with structuring course websites or Online@UT course sites or with hosting media files. The OIT offers a variety of professional development opportunities. Face-to-face and online trainings are offered every semester on computer programs and strategies for teaching with technology. Grants and fellowships are available to receive additional OIT support. See <https://oit.utk.edu/instructional/Pages/default.aspx>. Dr. Phoebe Tran is currently utilizing this opportunity to build an online course.
 4. The CEHHS Equity, Inclusion and Justice Institute is a summer intensive workshop on equity, inclusion and justice issues. This program, co-led by DPH faculty member, Dr. Jabson Tree, provides an opportunity for interested faculty in CEHHS to learn and engage in hard conversations around these topics and help apply these techniques in teaching and in areas of scholarship. DPH Faculty members: Julie Grubaugh, Mallory Gary, Jennifer Russomanno, and Jennifer Perion completed this training.
- 3) Describe means through which the school or program ensures that all faculty (primary instructional and non-primary instructional) maintain currency in their areas of instructional

responsibility. Provide examples as relevant. This response should focus on methods for ensuring that faculty members' disciplinary knowledge is current.

All full-time faculty members (both in tenure-track and non-tenure track) must complete an Annual Periodic Performance Review (APPR) online. In this review, all faculty expected to include their currency in teaching which might include participation in local, regional, national, or international conferences; number of scholarly publications and submission of grant proposals for funding. As part of the annual review, faculty members must describe one's teaching, research and service activities for the year under review and provide goals for the coming year. Faculty maintain records of participation in various forms of professional development and contributions to the field through Elements, a faculty activity reporting system Elements (<https://elementshelp.utk.edu/>).

Tenure-track faculty members submit a written statement about faculty performance in teaching, research and service, and a retention vote is given to the department head. The department head conducts an independent retention review based on the faculty member's written summary, the written narrative and vote of the tenured faculty members, and a scheduled meeting with the faculty member. The department head's online report includes a written recommendation to the dean as to retention or non-retention, including an evaluation of performance that uses the ratings for annual performance and planning reviews: Far exceeds expectations; Exceeds expectations; Meets expectations; Less than Expected; and, Falls short of meeting expectations; Falls far short of meeting expectations. The narrative statement and vote of the tenured faculty members are also made part of the record. The statement is signed electronically by the faculty member, department head, and college dean and is forwarded to the chief academic officer of the University. The Department Promotion and Tenure Committee (DPTC) conducts an enhanced retention review at the beginning of the fourth year. The review is helpful to the tenure track faculty member in recognizing major corrections which may be needed as the faculty member proceeds through the probationary period. The review is based on the faculty member's preliminary draft of a tenure dossier addressing his/her cumulative performance and progress in satisfying requirements for tenure.

Adjuncts are voted on by the full faculty for appointment and re-appointment annually based on current CV and course evaluation results.

- 4) Describe the role of evaluations of instructional effectiveness in decisions about faculty advancement.

According to the Faculty Handbook, faculty members are responsible for teaching effectively by employing useful methods and approaches that facilitate student learning. Faculty members design courses to achieve clearly defined learning objectives with appropriate evaluation tools and teaching methods. Faculty performance on teaching is assessed on scale of 1 (strongly disagree) to 5 (strongly agree) on following 8 items:

1. The instructor contributed to your understanding of course content.
2. The instructor created an atmosphere that invited you to seek additional help.
3. The instructor responded to your inquiries about the course (e.g., emails, texts, phone calls) within a reasonable time frame i.e., 48-72 hours).
4. The instructor created a respectful and positive learning environment.
5. The instructor provided useful feedback on course assignments.
6. The course challenged you to learn something new.
7. The class sessions were well organized.
8. The course materials (readings, homework, laboratories, etc.) enhanced your learning in this course.

In addition to student evaluations, faculty members will receive periodic peer teaching evaluations on a regular basis. The frequency and timing of these peer teaching evaluations primarily depend on status (tenure-track or tenured) and time of promotion. Student course evaluations and peer teaching evaluations are widely used in retention of faculty, promotion, and tenure reviews. Faculty members who receive the minimum overall rating of meets expectations are eligible for merit increase for that fiscal year.

In cases where a faculty member does not meet expectations in one area of effort, the faculty member and department head should agree on a course of action to improve in the deficient area. If the faculty member does not improve performance in this area, then the overall rating in the second year should be no greater than *falls short of meeting expectations for rank*. In that case, a formal APPR improvement plan will be required.

- 5) Provide quantitative and/or qualitative information that characterizes the unit's performance over the last three years on its self-selected indicators of instructional effectiveness.

Select at least three indicators, meaningful to the unit, with one from each listed category.

Faculty currency

1. Faculty maintenance of relevant professional credentials or certifications that require continuing education

Faculty instructional technique

2. Student satisfaction with instructional quality
3. Peer evaluation of teaching

School- or program-level outcomes

4. Teaching assistants trained in pedagogical techniques

Outcome Measures for Faculty Teaching Activities			
	AY 2020-21	AY 2021-22	AY 2022-23
1. Faculty maintenance of relevant professional credentials or certifications that require continuing education	100%	100%	100%
2. Student satisfaction with instructional quality (TN Voice course evaluations)	3.9	3.5	4.0
3. Peer evaluation of teaching	18%	18%	36%
4. Teaching assistants trained in pedagogical techniques	100%	100%	100%

1. All faculty who possesses a professional certification (i.e., CHES, MCHES, or CPH) that requires continuing education have maintained their credentials, and in one case, advanced their credential. The percentage reported reflects faculty—of those who hold a professional certification-- have maintained their professional public health credential. During 2020-2021, two faculty maintained their Certified Health Education Specialist (CHES) and one faculty maintained their Certification in Public Health (CPH). In 2021-2022, three faculty maintained their CHES. During 2022-23, one faculty achieved the Master Certified Health Education Specialist (MCHES) certification, and three others maintained their CHES.
2. On the TNVoice end of course evaluation, students rate on a scale of 1 to 5, "The instructor contributed to your understanding of course content." Mean scores are reported in the table.
3. Peer evaluation of faculty teaching is expected every few years for all tenure-track faculty as part of their retention review and for those faculty who are reviewing for promotion of tenure in a given year. The percentage represents the faculty who received peer evaluation of teaching in that year. Non-tenure track faculty promotion (eligible after 5 years) requires two peer evaluations. Adjunct faculty do not have peer evaluation.
4. Graduate Teaching Assistants (GTAs) are assigned to a faculty supervisor at their first year's appointment. OIT offers a variety of pedagogy-focused skill building training available to GTAs (<https://oit.utk.edu/training/>). During the first year, GTAs are expected to learn pedagogical training under the assigned supervisor and the following year, these GTAs may become Instructor of Record (IOR) under the supervision of an assigned faculty member in the department. Percentage represents GTAs who received teaching training in that year.

- 6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- Faculty review on teaching excellence is an integral part of annual periodic review of faculty.
- All faculty use Canvas course delivery system for their courses.
- Availability of college and university resources to train faculty and GTAs in pedagogy.

Weaknesses

- Limited to no peer review of teaching among non-tenure track and adjunct faculty.

Plan for Improvement

- Implement regular peer teaching reviews for all faculty

E4. Faculty Scholarship

The program has policies and practices in place to support faculty involvement in scholarly activities. As many faculty as possible are involved in research and scholarly activity in some form, whether funded or unfunded. Ongoing participation in research and scholarly activity ensures that faculty are relevant and current in their field of expertise, that their work is peer reviewed and that they are content experts.

The types and extent of faculty research align with university and program missions and relate to the types of degrees offered.

Faculty integrate research and scholarship with their instructional activities. Research allows faculty to bring real-world examples into the classroom to update and inspire teaching and provides opportunities for students to engage in research activities, if desired or appropriate for the degree program.

- 1) Describe the program's definition of and expectations regarding faculty research and scholarly activity.

According to the Faculty Handbook, research, scholarship, and creative activity is defined as "Faculty members make intellectual and creative contributions through the scholarship of discovery and application, both within and across disciplines. Faculty disseminate their scholarly work through venues respected in their disciplines and beyond academia, secure funding where appropriate for their scholarly endeavors through organizations and disciplinary opportunities, and mentor undergraduate and graduate students in the research experience. Some faculty members pursue the scholarship of discovery by creating new knowledge and skills. Some faculty members pursue the scholarship of application, which typically involves outreach to the community to co-develop successful practices to address problems to benefit individuals and organizations."

At the departmental level, the bylaws on research, creative accomplishments and scholarship may take many forms. This may include but not be limited to research conducted, peer-reviewed publications, and development of new materials or methods, and creating interpretations or applications for populations (articles, books, agency reports, policy analyses). Original works of creative accomplishment may include print or non-print media, electronic media, projects, grants, contracts, or other outcomes. Supervision of graduate students who are completing dissertations, and membership on graduate degree candidates' committees provides further evidence of scholarship as does scholarly professional practice.

Each TT (tenure-track) or tenured faculty member is expected to provide direction and leadership to a specific line of scholarship that will lead to recognition of that faculty member as having expertise within the selected area of study. Faculty are expected to be involved in an active research/scholarship/creative activity program that leads to publication in peer-reviewed journals of national scope. Tenure-leading faculty are expected to be continually involved in the discovery and investigation process. The expectation is that outcomes of this process should have an impact on the field in terms of theoretical understandings, applications of knowledge to practice, or other contributions. This guideline suggests that tenure-leading faculty demonstrate contributions and expertise distinctive from collaborators. Issued patents are considered as evidence of scholarly activity. Scholarly books with a national audience will be considered as evidence of scholarship or creative activity; however, tenure-leading faculty should be aware that this activity can be only a part of the process and that nationally refereed publications also must be part of that faculty member's activities.

Presentations of research papers at professional conferences are considered an interim step to publication and in and of themselves are not sufficient for scholarship. Measures of impact include refereed journals, recognition of published materials (evidenced by invited presentations) and use by professionals in the field (evidenced by citations, adoption, practice, or other means).

Faculty are expected to seek funding to maintain a consistent, sustained, and high-quality research program. Faculty are expected to seek and obtain resources (i.e., grants and contracts) to fund a research program. While collaborating on grants is encouraged, being the principal researcher or investigator is the desired goal. Although obtaining funds (especially in nationally competitive programs) is considered evidence of scholarly achievement, the critical evidence lays in the outcomes of such grant activities (i.e., publications, patents, or programs).

Technical reports and other reports, disseminated to an audience (national, state, local) contribute to evidence of scholarship, but alone are not sufficient for meeting scholarship requirements as described above.

The development of scholarship potential in others also will be considered to be important and will be included in the evaluation of all faculty. This includes the involvement of undergraduate and graduate students in the research process, joint authorship with students, and mentoring of professional skills in other faculty. Service on or chairing graduate committees (even those that lead to theses or dissertations) is not considered scholarship but falls within the instructional role. Evidence of funding graduate students through research or training grants is considered as a part of scholarship activities.

Membership on editorial boards of nationally recognized professional journals is considered evidence of professional leadership and thus is recognized as service rather than research. However, it is recognized that the scholarly history of the faculty member contributes to his/her being asked to serve. It is expected that faculty will maintain a level of scholarly productivity, as demonstrated by the publication of an average of two manuscripts in refereed publications per year. Lead authorship, sole authorship, and co-authorship count equally towards this expectation.

It is expected that faculty submit at least two research project grant applications (which can include program projects, training grants) annually for faculty members who do not currently have extramural funds. Faculty who do have such funds will be responsible for submitting renewal and/or new applications as necessary to ensure continuity of funding. While there is no specific dollar amount to be met, faculty are expected to pursue funding adequate to support research and graduate students involved in research.

There is an expectation (not a requirement) that graduate students culminate their research (doctoral dissertations) experiences with authorship on at least one peer-reviewed paper and to present a paper at a professional meeting. It is clearly understood that faculty have an obligation to ensure high quality of work by graduate students and publishing a peer-reviewed paper in acceptable journals (as determined by the faculty) is an example of this. Authorship (for faculty and students) follows standard guidelines, such as sufficient participation in the work to take public responsibility for the content and 1) substantial contribution to the conception and design or analysis of interpretation of data, 2) drafting or revision of content, and 3) approval of the final version to be published (American Psychological Association 2001; International Committee of Medical Journal Editors, 1985). If a student makes contributions consistent with first authorship, the student should be the first author on the paper.

Faculty members on non-tenure track are not expected or required to engage in scholarship.

2) Describe available university and program support for research and scholarly activities.

The Program's research activities are supported by policy, procedure, and practices established by the UT's Office of Research, Innovation, and Economic Development (ORIED). ORIED supports and promotes research and scholarly activity on the Knoxville campus by administering sponsored programs; ensuring compliance with the regulations; overseeing research funding and accounting; enhancing the research infrastructure through laboratories and services; providing start-up funds to hire outstanding faculty members; and fostering new start-up companies based on UT research discoveries. The ORIED promotes the University agenda with a number of incentives for research, scholarly, and creative activities, as well as services supporting faculty members in their search for funding sponsors. There are several internal funding mechanisms offered through ORIED to support research, scholarship, and creative activity. A list of these resources can be found here: <https://research.utk.edu/research-development/funding-opportunities/internal-funding/>

At the college level, CEHHS provides customized assistance through its Office of Research under the direction of the Associate Dean of Research, Dr. Hollie Raynor. The Office of Research provides assistance with all aspects of external funding for research, service, and instructional projects, including proposal submission, award management, contracts, budgeting, and advance accounts. The fiscal officer for the CEHHS business office and the Office of Sponsored Programs Accounting provides assistance with questions regarding grants and contracts and with the procedures for closing accounts in a timely manner within federal and state guidelines.

The University of Tennessee, Knoxville's Office of Innovative Technologies (OIT) provides computing and telecommunications resources and services to support research for students, staff, and faculty members. Information about OIT is available on the OIT website <http://oit.utk.edu>. OIT provides public-access computer labs, central computing, administrative information systems, and network services, as well as information security for UTK. All faculty members, staff, and students have direct computer access to electronic mail and the internet via a high-speed dedicated local area network (LAN) and wireless internet. Protected areas of the LAN are available for secure data storage and back-up. OIT has the licenses to software for all University staff, including the entire Microsoft Office Suite of application, Adobe Acrobat®, multiple email packages, SPSS, and many other software packages. Also, OIT has the Citrix Metaframe Server for research software, including Mplus, SAS, Stata SE, Stat Transfer, EQS, HLM, Atlas.ti, R, R Studio, Nvivo, and many others. All faculty members receive a new laptop computer plus docking station every four years and have access to secure printers, scanners, and copiers through the LAN network.

The University of Tennessee (UT) has an extensive network of libraries, databases, computer facilities, data security services, and administrative staff available to support research. Faculty, staff, and student research benefits from the UT libraries' extensive collection of resources.

The UT Libraries supports the teaching, research, and service mission of the university and enhances the academic experience of each student at the Knoxville campus – through outstanding print and electronic collections, reference and instructional services, and top-notch facilities and technological resources.

The John C. Hodges Library in the heart of campus houses the majority of the UT Libraries' collections and many unique services. Research assistance and technology services are available all hours of the week in the student-centric Commons – a popular venue for both studying and socializing. Technology-rich facilities and services include a multimedia digital production Studio and ever-expanding virtual resources that are easily discoverable. Unique historical documents and images from the Betsey B. Creekmore Special Collections and University Archives are available as digital collections. Two branch libraries offer specialized collections and services: the Webster C. Pendergrass Agriculture and Veterinary Medicine Library, and George F. DeVine Music Library.

The UT Libraries is a national leader in digital collections; in support of open access through our digital repository, Trace; and through a rich history of designing innovative spaces and building key partnerships that enhance the teaching/learning enterprise. The UT Libraries is a member of the Association of Research Libraries, the Association of Southeastern Research Libraries, HathiTrust, the Library Publishing Coalition, LYRASIS, and the Center for Research Libraries. The UT Libraries collaborate at the state level with the other University of Tennessee System libraries and those in the Tennessee Board of Regents system. A health science librarian dedicated to Public Health is available for individual consultations with Department of Public Health students, staff, and faculty members.

- 3) Describe and provide three to five examples of student opportunities for involvement in faculty research and scholarly activities. This response should focus on instances in which students were employed or volunteered to assist faculty in faculty research projects and/or independent student projects that arose from or were related to a faculty member's existing research.

Example 1: In 2022, Dr. Kenneth Smith hired two graduate research assistants, both MPH students, to support research on the professionalization of social movements in behavioral health. Their research assistance involved conducting a systematic literature review, developing a sample frame for executive

interviews with movement leaders, and conducting an environmental scan of behavioral health organizations and leaders operating Tennessee. The latter will be used in a study of the commercial determinants of behavioral health inequities.

Example 2: Dr. Daleniece Jones is the co-PI on a grant with the Tennessee Department of Health from the CDC to establish and maintain a Center of Excellence for Food Safety (one of five across the US). The grant funds a graduate assistant. The students spend part of their time in a Whole Genomic Sequencing lab learning the procedures and associated skills. Publications are an outcome of this experience. The student also assists with a one-credit course Student Outbreak Rapid Response Training, which is required for our Graduate Certificate in Food Safety and all Epidemiology concentration students. The grant has been in place for nine years and has consistently funded one student per year.

Example 3: The Tennessee Rape Prevention Education (RPE) project is funded by a CDC award to the Tennessee Department of Health, who contracts with Dr. Laurie Meschke of UTK Public Health for the statewide evaluation. Since its initiation in 2018, 8 MPH-students, 2 doctoral students, and 2 undergraduate students have been funded by this project. To date, the RPE evaluation team has created a statewide evaluation system for 6 curricula that includes over 200 surveys. The team has also produced 3 national conference presentations, 10 asynchronous online training courses, 3 training workshops, and over 20 evaluation reports. Currently the team is completing a Health Equity Assessment associated with sexual violence prevention, which will reflect both primary and secondary data and qualitative and quantitative methodology. Students of all levels gain a variety of professional development skills through this project. All affiliated students have either continued with their education or have been gainfully employed in public health. Aubrey Ray Dalana completed two chapters of her dissertation based on RPE evaluation efforts. This work was presented at the American Public Health Association conference in 2022 and the manuscript is currently in progress. Two other manuscripts are also under development. Students or former students are included in all publishing efforts to date.

- 4) Describe and provide three to five examples of faculty research activities and how faculty integrate research and scholarly activities and experience into their instruction of students. This response should briefly summarize three to five faculty research projects and explain how the faculty member leverages the research project or integrates examples or material from the research project into classroom instruction. Each example should be drawn from a different faculty member, if possible.

Example 1: Dr. Jennifer Jabson Tree has received research funds from RWJF, a multilevel study of institutional racism at Cherokee Health Systems. Dr. Jabson Tree uses the policy analysis, qualitative data collection from patients and employees, and quantitative data collection with patients and employees to demonstrate how public health critical race praxis shapes, guides, and influences methods including study design, variable selection, interview schedule development and use, survey design and dissemination, and analytic approaches. In Health and Society (PUBH 555) and Dissemination and Implementation Science (PUBH 650) Dr. Jabson Tree shares the outcomes and how these methods allow the researcher to identify the institutional, structural, policy, and interpersonal mechanisms that reproduce and reinforce institutional racism and produce health disparities.

Example 2: In this course Policy, Systems, and Environmental Change (PUBH)528, Dr. Kenneth Smith includes content about the role of social movements in health at bringing transformative systems change. During this lecture, Dr. Smith shares findings from his research about behavioral health related social movements and their efforts at bringing about changes in mindsets related to the treatment of substance use and mental health conditions in the delivery system.

Example 3: Dr. Thankam Sunil teaches Research Methods (PUBH 536) in which he covers both quantitative and qualitative approaches of data collection. Given his vast experience in collecting primary data from several countries for his own research, he provides concrete examples in describing the challenges in data collection. He explains the data collection process, transcribing of qualitative data, data analysis and report writing from his own research.

Example 4. Dr. Phoebe Tran, in her courses, Biostatistics II (PUBH 531) and Biostatistics III (PUBH 630), students apply descriptive analyses and model building skills acquired over the semester to a final project using Behavioral Risk Factor Surveillance System survey data to examine sociodemographic and clinical factors related to chronic disease in the Southeastern US. Through a series of project assignments, students reinforce the biostatistics concepts and programming skills from lecture with guidance and feedback from an instructor who has published extensively on the use of survey analysis methods to study chronic disease. The culmination of the final project is an assessment of student understanding of statistical analyses through a presentation and paper.

- 5) Describe the role of research and scholarly activity in decisions about faculty advancement.

All tenure-track faculty members, as mentioned before in the Faculty Handbook and DPH Bylaws, are evaluated annually as part of the Annual Periodic Performance Review (APPR) and retention review. Research activities are evaluated on the number of publications in the specified area of research, position in the list of authors, conference presentations and submission of grant proposal for funding. On average, TT faculty members are required to have two publications per year in the last three years and submit two research grant proposals for external funding. according to the Faculty Handbook:

Assistant Professors who are seeking promotion and tenure to become Associate Professors, must meet the following criteria:

1. hold the doctorate or other terminal degree of the discipline, or to present equivalent training and experience as appropriate to the particular appointment
2. show promise as teachers
3. **show promise of developing a program in disciplinary research / scholarship / creative activity that is gaining external recognition**
4. have a developing record of institutional, disciplinary, and/or professional service
5. show evidence that they work well with colleagues and students in performing their university responsibilities.

Associate Professors who are seeking promotion to become Professors must meet the following criteria:

1. hold the doctorate or other terminal degree of the discipline, or to present equivalent training and experience as appropriate to the particular appointment
2. be good teachers
3. **have achieved and to maintain a recognized record in disciplinary research / scholarship / creative activity/ engaged scholarship**
4. have achieved and to maintain a record of institutional, disciplinary, and/or professional service or outreach engagement
5. have normally served as an assistant professor for at least five years
6. have demonstrated that they work well with colleagues and students in performing their university responsibilities.

Further, all tenured full professors are required to complete post-tenure review at least every six years. This review assesses the faculty member's continuing professional growth and productivity in the areas of teaching, research, service, and/or clinical care pertinent to his or her faculty responsibilities.

- 6) Provide quantitative data on the unit's scholarly activities from the last three years in the format of Template E4-1, with the unit's self-defined target level on each measure for reference. In addition to at least three from the list that follows, the program may add measures that are significant to its own mission and context.

Template E4-1

Outcome Measures for Faculty Research and Scholarly Activities			
Outcome Measure	2020-2021 (6 faculty)	2021-2022 (7 faculty)	2022-2023 (8 faculty)
Number of faculty-initiated IRB applications	6	19	9
Number of articles published in peer-reviewed journals (2 per AY)	77	50	43
Presentations at professional conferences	40	55	15
Percentage of faculty grant submissions (2 per AY)	100%	66%	88%

7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- All tenure-track and tenured faculty are actively engaged in scholarly activities including publishing in peer-reviewed journals, seeking grant funding, and participating and presenting their scholarly work in local, regional, and national conferences.
- There are robust resources available at the college and at the University levels to support faculty research and scholarly activities.
- During the first two years of the pandemic (20/21; 21/22), the number of faculty presentations at professional conferences surged due to the ability to present virtually at multiple conferences throughout the year.

Weaknesses

- Recently hired tenure-track faculty need additional time before they fully engage in their research and scholarly activities.
- In the most recent academic year (22/23), a return to fully in-person conferences contributed to a sharp decline in the ability for faculty to present at multiple conferences throughout the year, however, the average 2 presentations per TT faculty is within the acceptable range.

Plan for Improvement

- Continue to monitor faculty research and scholarly activities to assure productivity expectations are met.

E5. Faculty Extramural Service

The program defines expectations regarding faculty extramural service activity. Participation in internal university committees is not within the definition of this section. Service as described here refers to contributions of professional expertise to the community, including professional practice. It is an explicit activity undertaken for the benefit of the greater society, over and beyond what is accomplished through instruction and research.

As many faculty as possible are actively engaged with the community through communication, collaboration, consultation, provision of technical assistance and other means of sharing the program's professional knowledge and skills. While these activities may generate revenue, the value of faculty service is not measured in financial terms.

- 1) Describe the program's definition and expectations regarding faculty extramural service activity. Explain how these relate/compare to university definitions and expectations.

The mission of the Public Health Program at The University of Tennessee is to provide quality education and leadership to promote health in human populations through interdisciplinary instruction, research, and extramural service. Three goals support the achievement of this mission: (1) Instructional Goal: Preparation of future professionals competent in public health core content and methodological approaches; (2) Research Goal: Public health faculty and students engaged in research projects that address health concerns, contribute to community health improvement, and add to the knowledge base; (3) Service Goal: Public health faculty and students engaged in community, government, and professional service to benefit populations at the local, state, and national levels. Tenure-track faculty members are expected to engage in approximately 20% effort on service. These services include services at the department, college, University, community and to the profession. It is important to note that while several of our faculty members are actively engaging in extramural service activities, there is no specific percent effort allocated for extramural service at the University, college, or departmental levels. The extramural service requirements for non-tenure track faculty members vary dependent on the assigned responsibilities at the time of appointment.

- 2) Describe available university and program support for extramural service activities.

At the University level, UTK Volunteer Activity Policy allows all regular employees to use up to 8 paid hours each year to engage in volunteer service. This policy can be found here: <https://policy.tennessee.edu/procedure/hr0446-k-volunteer-activity-procedure/>

The Office of Community Engagement and Outreach (OCEO) provides resources and support to integrate community engagement more deeply with its land-grant mission of teaching, research, and public engagement. This office facilitates hundreds of connections between faculty, staff, students, and community partners. This office helps faculty, staff, and students in identifying interdisciplinary research, connects individuals to community partners and helps disseminate partnership outcomes. <https://communityengagement.utk.edu/about-us/>

OCEO fosters UT's land-grant mission by connecting university and community knowledge to create lasting solutions for all Tennesseans. We provide resources to assist UT administration, academic departments, faculty, and staff to address complex issues and support external partnerships that co-generate, apply, transmit and preserve knowledge.

The Community Connections Portal is designed to connect community organizations with the appropriate campus partners and resources. It includes questions related to your organization's mission, partnership opportunities, and preferred methods of engagement (i.e., student volunteers, interns, research partnerships, etc.). Details on Community Connections Portal and campus partners are listed here: <https://diversity.utk.edu/communityengagement/>

At the college level, there are several opportunities for all faculty and staff to engage in extramural services. More recently, the college has hired an associate dean for community engagement (Dr. Kristina Gordon) and hired several supporting staff members to further support faculty engagement with the community. These opportunities are listed here: <https://cehhs.utk.edu/outreach-programs-2/>

- 3) Describe and provide three to five examples of faculty extramural service activities and how faculty integrate service experiences into their instruction of students. This response should briefly summarize three to five faculty extramural service activities and explain how the faculty member leverages the activity or integrates examples or material from the activity into classroom instruction. Each example should be drawn from a different faculty member, if possible.

Example 1: Dr. Jennifer Russomanno is the current chair of the Knoxville-Knox County Food Policy council, a council which exists as a forum to develop and assess public policy strategies and make recommendations that promote a healthy, fair, and sustainable food system (<http://www.knoxfood.org/>). The council is open to the public and Department of Public Health students are invited to attend, and often do attend, monthly meetings. Additionally, in 2023, two Department of Public Health students will serve as Associate Members on the council. In class instruction (PUBH 552: Assessment and Planning), Dr. Russomanno regularly uses Food Policy Council as an example of community partnerships and collaboration. The staff liaison and coordinator of the Food Policy Council (Kimberly Pettigrew, Director of Food Systems at the United Way of Greater Knoxville) has been an invited guest lecturer to PUBH 552 for the past two years. Kimberly and other Food Policy Council members have also served as preceptors for students conducting their Applied Practice Experiences.

Example 2: For the past two years, Dr. Smith has worked in collaboration with Faces and Voices of Recovery (FVR) on a report to improve the financing and impact of peer recovery support services. A national organization, FVR helps over 23 million Americans recovering from addiction to alcohol and other drugs through nationwide recovery community organizations and networks. In the Fall of 2021, as part of a service-learning project for PUBH 527, three students successfully developed a business plan for the creation and rollout of ReSource, a digital application for peer recovery support specialists. The application enables peer specialists to share resources, connect with one another, and learn about evidence-based practices. The new app has been developed, and peer recovery support specialists will be using it in Tennessee and nationally. This service-learning opportunity would not have been available were it not for the collaborative partnership Dr. Smith formed with FVR.

Example 3: Dr. Kathy Brown has served on several community boards and committees over the past years. These included A Step Ahead, a local non-profit that provides assistance for accessing long-acting reversible contraception for women who are uninsured, underinsured or in need of alternative access. Two students were able to do part-time work as a health educator as well, the organization provided grant-writing opportunity for the grant writing course. She also served on the Reopening Task Force for Knox County during the Covid response. This provided an opportunity for multiple students to be involved in the response, specifically working as contact tracers for the Knox County Health Department and the East Tennessee Regional Health office. The opportunity was widely disseminated to enrolled students but specifically provided relevant contacts and integration in the SORRT (Student Outbreak Rapid Response Training) course.

- 4) Provide quantitative and/or qualitative information that characterizes the unit's performance over the last three years on the self-selected indicators of extramural service, as specified below.

Select at least three of the following indicators that are meaningful to the program. In addition to at least three from the list in the criteria, the program may add indicators that are significant to its own mission and context.

- Percent of faculty (specify primary instructional or total faculty) participating in extramural service activities
- Number of faculty-student service collaborations

- Number of community-based service projects
- Total service funding
- Faculty promoted on the basis of service
- Faculty appointed on a professional practice track
- Public/private or cross-sector partnerships for engagement and service

Template E5.4

Outcome Measures for Faculty Extramural Service Activities			
Outcome Measure	2020-2021	2021-2022	2022-2023
Percent faculty participating in extramural service activities	71%	50%	67%
Number of community-based service projects	7	10	12
Number of faculty-student service collaborations	1	1	2
Number of faculty appointed on professional practice track	2	4	4

5) Describe the role of service in decisions about faculty advancement.

Department of Public Health Promotion and Tenure Criteria. The criteria for retention, promotion, and tenure of faculty members for the Department of Public Health are outlined in the departmental by-laws (http://publichealth.utk.edu/wp-content/uploads/sites/20/2015/10/doc_PHSAbylaws.pdf). One of the three core criteria is faculty participation in service at the department, college, university, local, and national level. As stated above, this includes service to the community, service to the profession, and service to the university. Service requirements and expectations vary by tenure status; for example, early tenure line faculty members are not expected to have significant service obligations, while more senior faculty members are expected to have substantial service commitments. Service involvement is tracked annually for each faculty member through the faculty evaluation and retention and review processes. These annual evaluations build towards tenure and promotion, with service having a major influence, alongside teaching and research.

University of Tennessee Promotion and Tenure Criteria. Service is one of the three core review areas for retention, tenure, and promotion at the University of Tennessee, Knoxville as outlined in the Faculty Handbook Manual for Faculty Evaluation (see <https://facultyhandbook.utk.edu/wp-content/uploads/sites/82/2020/12/Faculty-Handbook-2021-Final-2021-01-01.pdf>). Faculty efforts in the area of service must be reflected in the dossier and its summary statements. Service is one of the three criteria to be considered in the review and voting decision of the department faculty review, department chair, Dean, and finally that of the Provost's Office.

Non-tenure track faculty members are evaluated for promotion based on the assigned responsibilities at the time of appointment. For example, if an NTT faculty was appointment with assigned responsibilities in teaching, faculty will be solely evaluated based on the quantitative end-of-course student surveys and peer-review of teaching reports. For further details, see page 142 of faculty handbook (<https://facultyhandbook.utk.edu/wp-content/uploads/sites/82/2020/12/Faculty-Handbook-2021-Final-2021-01-01.pdf>).

- 6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- Several faculty members are very active in integrating service experiences into their instruction of students.
- Several faculty members have long-standing ties to the community, organizations, and coalitions.

Weaknesses

- New faculty members in the department tend to have limited opportunity to engage in the local community and thus their ability to integrate service experiences into their instruction of students.
- Faculty workload on service-related activities is often not equitably distributed among all faculty in the department.

Plans

- Faculty committee to address workload issues related to service activities are recommended in the coming academic year 2023-2024.
- Develop opportunities for junior faculty to learn about the local community.

F1. Community Involvement in Program Evaluation and Assessment

The program engages constituents, including community stakeholders, alumni, employers, and other relevant community partners. Stakeholders may include professionals in sectors other than health (e.g., attorneys, architects, parks and recreation personnel).

Specifically, the program ensures that constituents provide regular feedback on its student outcomes, curriculum, and overall planning processes, including the self-study process.

- 1) Describe any formal structures for constituent input (e.g., community advisory board, alumni association, etc.). List members and/or officers as applicable, with their credentials and professional affiliations.

Academic Health Department (AHD). The program solicits regular input through our AHD, a formal partnership between the UT DPH and the Knox County Health Department (KCHD). The AHD, established in August 2011 by a Memorandum of Understanding (MOU), facilitates collaboration, coordination, and feedback on curriculum planning and oversight. On a quarterly basis, a steering committee comprised of leadership and positions focused on internship and workforce development from the UT DPH and KCHD convene to discuss strategic issues, which include oversight and input on curriculum and student outcomes. The AHD website is available - <https://publichealth.utk.edu/ahd/>

AHD Steering Committee Members from Knox County Health Department (2023)

- Meghan Edwards, MD, Public Health Officer
- Michele Moyers, MS, MPH, Director of Community Health
- Roberta Sturm, MPH, Director of Communicable and Environmental Disease and Emergency Preparedness
- Dena Mashburn, MSN, Director of Nursing
- Jennifer Robbins, Manager of Workforce Development

Preceptors. In addition to the AHD, the MPH Academic Program Committee (APC) seeks input from across the industry. Specifically, a survey is sent to former preceptors (for APEX) and any known supervisors of employed graduates. This reflects a change from our previous approach (prior to 2020) of inviting one professional per semester to the APC meeting. We feel our current approach of surveying preceptors is more inclusive and provides a broader picture of perceived quality and competence of program students and graduates. Eligible preceptors are master's prepared individuals in public health or related field.

Spring 2023 Preceptors:

Spring 2023 Preceptors			
Name	Credentials	Job Title	Organization
Jeremy Kourvelas	B.A., MPH	Substance Use Program Coordinator	SMART Initiative
Taylor Phipps	B.A.	Executive Director	A Step Ahead Foundation of East Tennessee
Ben Harrington	B.A., M.A. Education	CEO	Mental Health Association of East Tennessee
Brad Walker	B.A.	Emergency Management Planning Specialist	University of Tennessee Office of Emergency Management
Erica Lyon	B.S., MPH	Executive Director	Kim Health Center

Adrien Jones	B.A.	Public Health Educator	Knox County Health Department
Katie Garman	B.S., MPH	Director, Foodborne and Enteric Diseases Program	Tennessee Department of Health
Jennifer Jabson Tree	B.S., MPH, PhD	Associate Professor	University of Tennessee Department of Public Health/Cherokee Health Systems
Kimberly Pettigrew	B.S.	Director of Food Systems	United Way of Greater Knoxville
Smitha Ahamed	B.S., MPH, DrPH	CEO	East Georgia Cancer Coalition
John Reid	B.A., MBA	Director of Patient Support	Cycle Pharmaceuticals
Gamola Fortenberry	B.S., MPH, PhD	Epidemiologist	USDA FSIS
Sara Coley	B.S., MPH	Patient Engagement Coordinator	University of Tennessee Graduate School of Medicine

- 2) Describe any other groups of external constituents (outside formal structures mentioned above) from whom the unit regularly gathers feedback.

Guest speakers. Our program regularly invites guest speakers to classes, which creates feedback opportunities whereby practice partners provide input to faculty on student engagement, course structure, and workforce opportunities.

Alumni surveys. Every two years, we survey MPH alumni to ask how well the program prepared them for the workforce and solicit suggestions to refine our curriculum and student preparation.

MPH Community Survey. Starting in 2022 and continuing every 2-3 years, we survey community partners who have experience working with our students and alumni.

- 3) Describe how the program engages external constituents in regular assessment of the content and currency of public health curricula and their relevance to current practice and future directions.

AHD Steering Committee. Since August 2011, the AHD Steering Committee convenes in-person at the health department to conduct planning and oversight of joint activities and priorities. The UT DPH regularly includes meeting agenda items whereby health department members offer feedback on potential curriculum changes. As well, the health department adds agenda items regarding its internship and workforce needs, challenges, and priorities. Through this exchange, faculty refine and enhance curriculum to prepare students to meet the current and future local public health workforce needs. Due to the pandemic, some of the AHD Steering Committee meetings between 2020-2021 were cancelled as health department staff were fully diverted to address COVID-19 response.

Seminar speakers. Every spring, the MPH program director invites a variety of public health professionals (ten or more) to serve as weekly PUBH 509 seminar speakers. Speakers share their current work and provide input to students and faculty regarding the pressing knowledge and skills needed to be successful in public health.

- 4) Describe how the program's external partners contribute to the ongoing operations of the program, including the development of the vision, mission, values, goals, and evaluation plan and the development of the self-study document.

Vision, mission, values, goals, and evaluation plan. The department has a long-standing vision, mission, guiding principles, and values as listed on our website - <https://publichealth.utk.edu/overview/> While we have not updated these items in recent history, we evaluate our progress through university and department systems such as SACSCOS and CEPH annual reports. During the Academic Health Department Steering Committee meeting scheduled for January 2023, we planned to ask the Knox County Health Department to provide input on the alignment between our long-standing vision, mission, and values and the current and future public health needs. The meeting has been rescheduled multiple times due to illness but remains an agenda item for the next meeting.

Self-study document. During preparation of the self-study document, we invited feedback from relevant external stakeholders including university stakeholders outside of our department, program graduates, community partners, and employers.

- 5) Provide documentation (e.g., minutes, notes, committee reports, etc.) of external contribution in at least two of the areas noted in documentation requests 3 and 4.

See ERF F1.5: External Contributions documents:

- F1.5 AHD Steering Committee
- F1.5 Seminar Speakers

- 6) Summarize the findings of the employers' assessment of program graduates' preparation for post-graduation destinations and explain how the information was gathered.

Preceptor Feedback

Preceptors of MPH interns assess program graduates' readiness for the workforce by completing a survey on Qualtrics once a student has completed their 240 hours for the Applied Practice Experience (APEX). The final evaluation includes four key indicators that are closely examined to monitor students' readiness for professional practice in health-related settings: 1) personal characteristics (6 items); 2) attitude (4 items); 3) application skills (9 items); and 4) overall performance.

Personal Characteristics: This 6-item scale assessed students' personal characteristics as they relate to professional work settings. Scales ranged from 1-5, with 5 representing excellent. Indicators in this domain included: 1. ability to work independently, 2. ability to work with others, 3. verbal communication, 4. written communication, 5. initiative, and 6. dependability. Scores in this domain ranged from 4.43 (written communication) to 4.78 (ability to work with others; dependability). Here is a sample of qualitative feedback from preceptors:

- "Excellent worker and great attitude and can work independently or in groups very well"
- "A hardworking, pragmatic, and collegial student"
- "[Student] is the most outstanding, hardworking, and accomplished intern I have ever worked with in my entire career. She is creative, solution-oriented, data-driven, collaborative, and smart. I wish I had a position for her - I would offer her a job immediately. I am so thankful for our time together. Thank you for approving this experience."

Attitude: This 4-item scale assessed students' attitude as it related to professional work settings and tasks. Scales ranged from 1-5, with 5 representing excellent. Indicators in this domain included assessing attitudes toward: 1. projects and tasks, 2. policy and procedures, 3. ability to receive suggestions and feedback, and 4. accepting responsibility. Scores in this domain ranged from 4.70 (accepting responsibility) to 4.78 (projects and tasks; policies and procedures). Qualitative feedback from preceptors in this domain included:

- "Great attitude towards all aspects of work including writing, reading, lab work and field work."
- "Very responsive to feedback and always a positive attitude!"
- "[Student] is highly collaborative and a great team member. She was enthusiastic about learning and the work that we were doing."

Application Skills: This 9-item scale assessed students' ability to apply select skills integral to the public health field and that relate to our core competencies. Scales ranged from 1-5, with 5 representing excellent. Indicators in this domain included assessing skills including: 1. conducting needs assessments, 2. planning programs or projects, 3. implementing programs or projects, 4. evaluating programs or project outcomes, 5. applying research methods, 6. compiling/analyzing data, 7. collaborating with others, 8. utilizing technology, and 9. problem solving. Scores in this domain ranged from 4.52 (planning programs or projects) to 4.81 (collaborating with others). Qualitative feedback from preceptors in this domain included:

- "Great all-around student with great problem-solving skills"
- "[Student] is incredibly talented and was able to utilize her skills in epidemiology to design and conduct a clinical research project that she will be completing a manuscript for."
- "Came in with great public health skills which needed to be applied to behavioral health."

Overall Performance: This 5-point scale assessed the overall performance of student interns in a professional setting. The scale used to assess overall student performance included: 1-Poor - Unsatisfactory/Rarely Achieves Expectations 2-Fair - Sometimes Achieves Expectations 3-Good - Fully Achieves Expectations 4-Very Good – Fully Achieves and Occasionally Exceeds Expectations 5-Excellent – Consistently Exceeds Expectations. The average score of students interns from 2019-2022 was 4.70. One hundred percent of students scored “good” or better on their overall performance evaluation.

Community Survey

MPH Community Survey. Starting in 2022, we surveyed community partners who have experience working with our students and alumni. The Qualtrics survey was sent to 320 former preceptors and/or employers. (This database of contacts was updated as much as possible but many of the emails bounced due to the individual no longer working in the organization. The survey was sent out in June of 2022 with a follow-up request in two weeks. Of the 30 survey respondents, 93% (28) reported that they had previously hosted an MPH student intern at their organization. 33% (10) respondents reported that they hired an MPH graduate as a full or part-time employee at their organization. Community Partners overall indicated a positive experience with MPH students and graduates with 96% reporting their experience with an MPH intern as good or excellent and 100% reporting their experience with an MPH graduate as an employee.

Community partners were asked about the value of ten public health skills and competencies for someone to be a competitive candidate at their organization. They were asked to rate the value of each skill and competency on a scale of 1-5 with 1 being the lowest value and five being the highest value. The mean value of each skill and competency are listed in the table below.

Skill/Competency	Value
Survey Design	3.72
Writing Needs Assessments	4.2
Working with Community Partners	4.56
Experience with Statistical Analysis Software	3.44
Grant Writing Abilities	3.29
Conducting Literature Reviews	3.75
Qualitative Data Collection Skills	3.96
Analyzing Secondary Data	4.12
Conducting Professional Presentations	4.36
Working with Diverse Populations	4.72

Community Partners were also asked about other skills and competencies not in the list above that would be valuable for employment at their organization. Some of the most common responses included written and oral communication, flexibility, organization, and problem-solving abilities.

Community partners were asked about the preparation of MPH students in the ten skills and competencies above. Respondents were asked to rate how prepared MPH students were on a scale of 1-5 with 1 being not prepared at all and 5 being very prepared. The mean value of each skill and competency are listed in the table below.

Skill/Competency	Value
Survey Design	3.88
Writing Needs Assessments	3.82
Working with Community Partners	4.23
Experience with Statistical Analysis Software	3.56
Grant Writing Abilities	3.00
Conducting Literature Reviews	4.25
Qualitative Data Collection Skills	4.35
Analyzing Secondary Data	4.32
Conducting Professional Presentations	4.35
Working with Diverse Populations	4.53

Community partners were optionally asked to provide any recommendations for the MPH program to improve the preparation of students for the workforce. The recommendations for improvement are listed below:

- “More interaction and practice/exposure with grant writing and what all goes into a grant writing process.”
- “Budget management, advocacy, and policy development.”
- Importance of communicating with community partners and doing what you say you’re going to do.”

Respondents also provided several pieces of positive feedback about MPH interns and graduates. A few of the responses are listed below:

- “I have always been impressed with the level of preparation demonstrated by your students.”
- “[Student] was an absolute delight to work with and seemed very well-prepared for the internship. His skill set and work ethic were impressive, thank you so much for the opportunity!”
- “We are very interested in continuing to partner with the UTK MPH program, both as a preceptorship site for interns as well as an employer for graduates. I hope the program will continue to refer students to us for both reasons.”

7) Provide documentation of the method by which the program gathered employer feedback.

See ERF F1.7: Preceptor Evaluation of Intern and Documentation of Community Survey methods

8) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The AHD partnership is a long-standing, well-established formal structure that provides open, honest input on our student outcomes and curriculum. Despite leadership turnover at the UT DPH in 2018 and 2020 and the health department in 2021, the AHD partnership has persisted and evolved.
- Preceptor feedback is built-into our systems through MPH intern placements.
- A community partner survey, which includes past preceptors and employers, was initiated in 2022 to the evaluation and assessment process.

Weaknesses

- Due to department head and faculty turnover as well as pandemic-related disruption, we have not formally reviewed our vision, mission, and values in recent history.
- The undergraduate major is new, so we have not had any interns, preceptors, graduates, or employers to evaluate to survey.
- As a new program, the PhD program does not yet survey alumni or employers of alumni.

Plans

- During the 2023-2024 academic year, our department will seek external feedback from key partners such as Knox County Health Department, to inform our next strategic plan, including potential revision of vision, mission, and values.
- During spring 2024, develop a coordinated strategy across all three degree levels to receive and integrate external feedback. We envision that each program committee (undergraduate, MPH, and PhD) will develop a formal process and share feedback across degree levels through the program director's meeting and faculty meeting.
- Our new undergraduate coordinator (joint position with KCHD) will develop a preceptor evaluation for undergraduate interns (spring 2024) as well as identify other opportunities for external feedback on undergraduate curriculum and preparation, including alumni and employer surveys.

F2. Student Involvement in Community and Professional Service

Community and professional service opportunities, in addition to those used to satisfy Criterion D5, are available to all students. Experiences should help students to gain an understanding of the contexts in which public health work is performed outside of an academic setting and the importance of learning and contributing to professional advancement in the field.

- 1) Describe how students are introduced to service, community engagement and professional development activities and how they are encouraged to participate.

Orientation. Every fall, new public health graduate students attend our department orientation where faculty and current students introduce incoming students to the value of community and professional service. Faculty and current students share examples of recent community service and emphasize community involvement to contribute to public health efforts and enhance their own learning about the field.

Listservs. Opportunities that arise throughout the semester are shared via the relevant listservs (undergraduate, MPH, and doctoral). Opportunities include part-time work opportunities, volunteer opportunities, and events related to Public Health.

Public Health Student Association (PHSA). All public health students are encouraged to join the PHSA. Each semester, the PHSA plans community activities and volunteering to foster understanding of public health contexts. PHSA is comprised of graduate students in our MPH and PhD programs as well as undergraduate public health students.

Faculty-led efforts. Faculty provide professional and community service opportunities for students across all degree levels. Students often present findings and contributions at professional conferences (i.e., Tennessee Public Health Association and American Public Health Association). For example, from 2020 to 2022 Dr. Laurie Meschke provided funds for 6 graduate research assistantships, 19 hourly hires, and 21 stipend hires. Overall, this supported 3 doctoral students, 21 MPH students, and 5 undergraduate students, who contributed to community-based efforts to address opioid use disorder in rural East Tennessee or evaluate state-level rape prevention efforts. In some cases, students have presented posters and oral presentations at professional conferences. Since 2020, the student training and experiences related to the opioid use disorder and sexual violence prevention projects, have contributed to 4 peer-reviewed publications, 7 peer-reviewed conference presentations, 32 factsheets, 1 website (<https://tnopioid.utk.edu/>), 20 on-line asynchronous professional development trainings, and over 20 on-line synchronous training events.

Academic Health Department. Through the formal AHD partnership, all students are exposed to opportunities for local community and professional service, whether as volunteers, interns, or paid opportunities. Selected examples are provided below in item 2.

VOLS 2 VOLS. In fall 2021, we partnered with the university Center for Health Education and Wellness (CHEW) to add a new course PUBH 215: VOLS 2 VOLS, whereby every spring, a CHEW staff member trains up to 20 undergraduate peer educators who then perform peer health education and promotion the following year. Peer educators deliver programs to other students on interpersonal wellness, sexual health promotion, alcohol and other drug education, and general wellness (e.g., nutrition, sleep, stress). Students must apply and interview to be accepted as a peer educator. The course counts as an elective for the undergraduate public health major and minor. The VOLS 2 VOLS website provides more information - <https://wellness.utk.edu/about-v2v/>

- 2) Provide examples of professional and community service opportunities in which public health students have participated in the last three years.

Contact tracing (2020-2022). To support the University response to the pandemic, Dr. Kathy Brown developed and organized the Contact Tracing Program for the UT campus. One student was immediately placed in the program to complete his Applied Practice Experience (APEX). He was subsequently hired into a full-time coordinator position. Through 2021, MPH students were recruited and at least 12 served as contact tracers on campus, for the Knox County Health Department or the Department of Health. the program. Several students who volunteered also completed their APEX with the program to bolster university COVID-19 response and coordination with Knox County Health Department. A second MPH graduate was hired into a full-time staff position to coordinate vaccine distribution at the university Student Health Clinic. Both students remain in full-time positions supporting university disease surveillance and vaccine promotion.

Thank you note writing to addiction professionals (2022). Facilitated through our Academic Health Department (AHD) partnership with Knox County Health Department, the PHSA promoted and participated in a “thank you” note writing pizza party in September 2022. Health department professionals, students, and faculty wrote 500 thank you notes that were sent to Addiction Professionals in the community. The event fostered dialogue about how Knox County is addressing substance misuse, which in turn gave students an appreciation for the public health role as a convener, serving as a resource, and advocacy.

Nutrition Education Activity Training (N.E.A.T.) program. Every fall and spring, the Knox County Health Department recruits approximately 35 undergraduate students to serve as N.E.A.T. Educators for elementary school age children in 40 afterschool sites across the county (i.e., YMCA after care and Parks & Recreation). The health department N.E.A.T. coordinator recruits students enrolled in PUBH 201: Introduction to Public Health, as well as an introductory nutrition course and other related courses. Students learn how to implement a program to meet its unique site needs. Often N.E.A.T. educators volunteer for multiple semesters and in some cases volunteer with the health department to contribute more deeply to the N.E.A.T or other community-based program planning, implantation, or evaluation. The N.E.A.T. program website is available here <https://www.knoxcounty.org/health/neat.php>

Board membership. Graduate public health students serve on professional and community boards and committees. Recent examples include Knoxville-Knox County Food Policy Council, A Step Ahead (contraception access and education), Eastern Region Professional Development Committee, Tennessee Extension Leadership Academy Development Committee, Lead95 Committee, Anderson County Animal Rescue Foundation, Anderson County Health Coalition, Head Start / Early Head Start Policy Committee, and ActiveAndersonTN.

- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- Our faculty members’ close ties with public health professionals enables relevant and responsive community and professional service opportunities for students.
- Despite just starting the undergraduate degree in fall 2022, through our AHD partnership and strong community ties, undergraduates have been engaged in community and professional service, especially within the local community.

Weaknesses

- The MPH distance education students are dispersed throughout the country, which makes it challenging for our program to expose them to community and professional service.
- The PhD program in Public Health Sciences does not have a formal community or professional service component. Our PhD students are not typically trained to be local public health

community service and very often are forced due to the nature of doctoral work to relocate for post-doctoral fellowships and faculty positions. Some of the Department of Public Health faculty involve their PhD students in their community engaged research (i.e., Dr Laurie Meschke and Dr. Jennifer Jabson Tree). But these activities are not structural components or requirements of the doctoral program. This is an area of weakness that could be improved.

Plans

- During 2023, pursue potential to hire a jointly funded coordinator position, shared equally with Knox County Health Department, to connect students with professional and community service and cultivate internship and volunteer opportunities.
- During 2023 the PhD program committee will collaboratively consider the need for community and professional service activities to be added to the official curriculum. This collaborative consideration will involve reviewing the approach to these activities for PhD students in similar public health programs at peer institutions.

F3. Delivery of Professional Development Opportunities for the Workforce

The program advances public health by addressing the professional development needs of the current public health workforce, broadly defined, based on assessment activities. Professional development offerings can be for-credit or not-for-credit and can be one-time or sustained offerings.

- 1) Provide two to three examples of education/training activities offered by the program in the last three years in response to community-identified needs. For each activity, include the number of external participants served (i.e., individuals who are not faculty or students at the institution that houses the program) and an indication of how the unit identified the educational needs. See Template F3-1.

Template F3.1

	Education/training activity offered	How did the unit identify this educational need?	External participants served*
Example 1	<i>Appalachian Health Summit</i> , April 28-30, 2022. A 3-day intensive Summit for health care providers, health educators, and other community stakeholders that provided continuing education credit for physicians (CME), nurses (CNE), social workers, pharmacists, and health educators (CHES). Faculty member, Dr. Russomanno, was a planning committee member for the Summit and the event's Day 2 moderator. Additionally, Dr. Russomanno and an MPH student created and facilitated a 4-hour, interactive workshop on Day 3, which entailed a lecture on social determinants of health, health disparities, and social needs followed by an interactive board game that was designed by the student as part of the student's Applied Practice Experience.	The director of Continuing Medical Education at the University of TN, Graduate School of Medicine (UT-GSM) invited faculty member, Dr. Russomanno, to serve on the Summit planning committee, along with other faculty and staff from UTK, UT-GSM, and the University of KY. Together, the planning committee identified the unique health challenges for Appalachian people, which formed the basis for the training session topics.	87 (Summit attendance); 32 (workshop attendance)
Example 2	The Rural Communities Opioid Response Program – East Tennessee Consortium (RCORP-ETC; see https://tnopioid.utk.edu/) has been funded by HRSA of the Department of Health and Human Resources since 2018 and is directed by Dr. Meschke of the Department of Public Health. In the past three years a number of workforce development activities have been undertaken by RCORP-ETC and supported by the faculty, staff, and undergraduate and graduate students affiliated with the Department of Public Health. Workforce development events have included: (1) quarterly online RCORP-ETC meetings, (2) quarterly	A community health needs assessment of the ten rural, Appalachian counties of focus, is conducted annually. This reflects community needs and strengths associated with the prevention, treatment, and recovery of substance use disorder.	RCORP-ETC meeting: Across the 12 quarterly training meetings, 300 participants attended one or more event. Youth development training: 152 participants attended one or more trainings to

	<p>youth development training sessions, and (3) medication to assist opioid use disorder expansion program. The quarterly trainings have addressed a variety of topics associated with reducing the health ramifications related to substance use disorder, with an emphasis on opioids (e.g., grandparents as caregivers, women’s reproductive health, faith-based support, peer recovery support staff). In the past three years, 19 one-hour youth development training sessions have been provided to professionals who serve youth.</p>		<p>support evidence-based strategies to work with youth</p> <p>MOUD expansion program: 7 mentees have completed the program and 2 were hired to provide MOUD in East Tennessee.</p>
Example 3	<p>Rape Prevention Education (RPE; https://www.tn.gov/health/health-program-areas/fhw/rwh/rape-prevention-and-education/rpe-prevention-programs.html), UTK Evaluation Team: The project is funded by a CDC award granted to the TN Department of Health under the direction of Dr. Meschke. Public Health has housed this evaluation project since 2018. To address evaluation knowledge challenges of program facilitators, a series of 7–10-minute, asynchronous, online training sessions were created. Topics include: Evaluation basics, types of evaluation, evaluation design, program fidelity, dosage, program adaptation, process evaluation, health equity, covid and sexual violence, and alcohol use and sexual violence.</p>	<p>A RPE readiness assessment is conducted and updated annually. One assessment component is to determine the facilitators understanding of evaluation and how training might address challenging topics. Each year the identified needs guide the creation of additional training sessions. Currently 13 training sessions are available with knowledge quizzes. These were most recently completed in Summer 2022.</p>	<p>Across three years of implementation 79 sexual violence prevention staff have completed the training sessions.</p>

2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- Trainings events addresses a wide variety of professionals
- RPE trainings are statewide
- Regional events (Appalachian Summit and RCORP-ETC activities) were tailored for Appalachian audiences

Weaknesses

- Events are not consistently linked to continuing education units

Plans

- RCORP-ETC will expand mentoring programs to address pharmacists’ support of MOUD and the support of faith-based professionals in substance use disorder prevention, treatment, and recovery.
- RPE trainings will be disseminated to a broader group of practitioners in 2023

G1. Diversity and Cultural Competence

The school or program defines systematic, coherent, and long-term efforts to incorporate elements of diversity. Diversity considerations relate to faculty, staff, students, curriculum, scholarship, and community engagement efforts.

The school or program also provides a learning environment that prepares students with broad competencies regarding diversity and cultural competence, recognizing that graduates may be employed anywhere in the world and will work with diverse populations.

Schools and programs advance diversity and cultural competency through a variety of practices, which may include the following:

- incorporation of diversity and cultural competency considerations in the curriculum
 - recruitment and retention of diverse faculty, staff, and students
 - development and/or implementation of policies that support a climate of equity and inclusion, free of harassment and discrimination
 - reflection of diversity and cultural competence in the types of scholarship and/or community engagement conducted
- 1) List the program's self-defined, priority under-represented populations; explain why these groups are of particular interest and importance to the program; and describe the process used to define the priority population(s). These populations must include both faculty and students and may include staff, if appropriate. Populations may differ among these groups.

The Department of Public Health strives to serve a diverse student body, with an emphasis on race/ethnicity given the available student data from the university. Based on available data and our student representation to date, the department has not seen the need to set priorities in relation to applicants' characteristics or a particular quota. As Tennessee's flagship and land-grant institution, the Department of Public Health's faculty and students would ideally reflect the state's population characteristics, but 2022 data place Tennessee in the lowest quartile in the nation with an overall high school graduation rate of 88.2. In 2022, high school graduation rates reflected significant disparities by race with 93.0% of whites graduating from high school compared to 84.9% Black and 81.9% Hispanic (TN Commission on Children and Families, 2022). This disparity then ripples through data associated with more advanced degrees, further challenging the population eligible for secondary and graduate education. In 2021, about **19.2 percent** of Tennessee's population aged 25 years and over held a Bachelor's degree as their highest level of education. Disparities are reflected in the percentage of high school graduates who go on to attend college. The 2021 data reveal 57.6% of whites attending college compared to 44.0% and 35.0% for Blacks and Hispanic youth, respectively. The educational disparities of earlier education challenges UTK's ability to reflect the state population with our enrollment. Nonetheless these data are included in the footnote of Table 1 for reference.

Table 1. Public Health Graduate (MPH, doctorate) Student Admission, Enrollment and Graduation Number (percent) by Race, TN Resident, and Gender

Academic Year Phase	Total	White	Black	Other	TN Resident	Male
2017-2018						
Applications	88	35 (39.8)	4 (4.5)	49 (55.7)	26 (29.5)	17 (19.3)
Admission	41	20 (48.8)	4 (9.8)	17 (41.5)	17 (41.5)	5 (12.2)
Enrollment	58	45 (77.6)	4 (6.9)	9 (15.5)	40 (69.0)	5 (8.6)
Graduation	24	18 (75.0)	3 (12.5)	3 (12.5)	16 (66.7)	4 (16.7)
2018-2019						
Applications	49	28 (57.1)	6 (12.2)	15 (30.6)	16 (32.7)	11 (22.4)
Admission	38	25 (65.8)	3 (7.9)	10 (26.3)	14 (36.8)	6 (15.8)

Enrollment	55	39 (70.9)	4 (7.3)	12 (21.8)	37 (67.3)	3 (5.5)
Graduation	21	16 (76.2)	1 (4.8)	4 (19.0)	13 (61.9)	2 (9.5)
2019-2020						
Applications	57	31 (54.4)	5 (8.8)	21 (36.8)	21 (36.8)	21 (36.8)
Admission	37	25 (67.6)	3 (8.1)	9 (24.3)	18 (48.6)	13 (35.1)
Enrollment	62	45 (72.6)	5 (8.1)	12 (19.4)	46 (74.2)	13 (21.0)
Graduation	18	12 (66.7)	2 (11.1)	4 (22.2)	13 (72.2)	1 (5.6)
2020-2021**						
Applications	53	28 (52.8)	11 (20.8)	14 (26.4)	25 (47.2)	15 (28.3)
Admission	36	24 (66.7)	5 (13.9)	7 (19.4)	22 (61.1)	6 (16.7)
Enrollment	65	49 (75.4)	6 (9.2)	10 (15.4)	50 (76.9)	14 (21.5)
Graduation	29	23 (79.3)	2 (6.9)	4 (13.8)	21 (72.4)	5 (17.2)
2021-2022**						
Applications	134	72 (53.7)	16 (11.9)	46 (34.3)	78 (58.2)	28 (20.9)
Admission	95	62 (65.3)	10 (10.5)	23 (24.2)	65 (68.4)	18 (18.9)
Enrollment	91	63 (69.2)	11 (12.1)	17 (18.7)	73 (80.2)	18 (19.8)
Graduation	27	21 (77.8)	4 (14.8)	2 (7.4)	22 (81.5)	10 (37.0)
2022-2023						
Applications	171	80 (46.8)	22 (12.9)	69 (40.4)	65 (38.0)	41 (24.0)
Admission	119	70 (58.8)	14 (11.8)	35 (29.4)	53 (44.5)	23 (19.3)
Enrollment	133	90 (67.7)	15 (11.3)	28 (21.1)	98 (73.7)	24 (18.0)
Graduation	7***	3 (42.9)	1 (14.3)	3 (42.9)	4 (57.1)	1 (14.3)

*TN percent (2023): 76.7% White; 16.7% Black; 6.4% Other; 49% Male

**Includes DE and UTK campus

***reflects only Fall 2022 graduation

As with Public Health graduate degrees in general, the majority of our graduates are female, in both the MPH and doctoral programs. The percentage of enrolled Black students is consistently lower than the state demographics. We cannot report on other aspects of diversity represented by our graduate students, as these questions are not included in the application process. Examples include sexual orientation, social economic status, and first-generation college students. Research supports that people respond more positively when served by medical and public health professionals who have a similar demographic background. To create an objective to assess with data, UTK DPH will focus on enhancing the representation of underrepresented people who are from marginalized communities, by monitoring student representation of first-generation college students, race, and Tennessee residence. These are the measures associated with underrepresented persons for which we have data.

With the recent expansion of faculty members in Public Health, the diversity of faculty has increased. Public Health, in May 2023, had 10 tenure-track faculty and 5 non-tenure track faculty. Of the 15 members, 60% are White, 20% Black, 20% Asian, and some faculty identify as members of the LGBTQ+ community and/or people with disabilities. All staff members are white and female.

- 2) List the program's specific goals for increasing the representation and supporting the persistence (if applicable) and ongoing success of the specific populations defined in documentation request 1.

The disparities in education, particularly in the state of Tennessee, demand that the Department of Public Health remain vigilant of our ability to recruit and retain students from underrepresented communities. In Fall 2020, the Department of Public Health developed its first Diversity Action Plan (DAP), which is being refined after feedback from the College of Education, Health, and Human Development. For faculty recruitment and retention, the goal is to **attract and retain greater numbers of individuals from historically underrepresented populations** (i.e., first in family to attend college, race, ethnicity, and Tennessee residence). The goal for student recruitment and retention is to **attract, retain, and graduate**

increasing numbers of undergraduate and graduate students from historically underrepresented populations and international students.

- 3) List the actions and strategies identified to advance the goals defined in documentation request 2, and describe the process used to define the actions and strategies. The process may include collection and/or analysis of program-specific data; convening stakeholder discussions and documenting their results; and other appropriate tools and strategies.

Public Health's actions and strategies to advance diversity and inclusion are guided by the Diversity Action Plan (DAP). The Public Health DAP was revised and approved by faculty in May 2023, so the following reflects the previous version and offers context for the May 2023 revisions. In the area of faculty recruitment and retention, Public Health currently has three objectives:

- (1) **Effective Fall 2020, all interviews for open positions in public health will include Zoom/telephone interviews of at least one candidate from a racially/ethnically diverse background and/or other underrepresented backgrounds who meet the minimal requirements in the final interview pool.** Given recent TN legislation, UTK cannot include this statement in our position announcements. Public Health will instead use the boilerplate statement provided by Human Resources. Hence this objective has been deleted from our revised DAP. However, search committee members have increased efforts to share the position announcements in the publications that focus on underrepresented professionals in health and the social sciences.
- (2) **Effective fall 2023, the Department Chair will facilitate the identification of a mentor for underrepresented faculty or staff who will provide the needed support and guidance leading to their academic success and professional growth. Faculty or staff from underrepresented populations may provide their own preferred list of mentors for department chair to consider.** The Department Chair ascertains that assigned mentors will provide the needed support and guidance and will confirm that this objective has been met at 100% within 6 months of hire. This will be more diligently implemented with new Spring 2023 hires and ideally, recent hires since 2021 will also gain this resource.
- (3) **Review recommendations from the biannual departmental climate survey to identify opportunities to foster a welcoming, supportive, and inclusive work environment.** We have succeeded in conducting the survey in 2020 and 2022. The DEI committee shares the findings are to inform students, faculty, and staff on the perceptions and experiences of our affiliates, with an emphasis on interactions with students and faculty/staff. After the findings were shared with students and faculty/staff in separate sessions, the audience members then shared their reflections and strategies for improvement. These are recorded in notes and were referred to in selecting DEI training topics and mentoring events.

Regarding student recruitment and retention, we have two objectives.

- (1) **Annually, the Department of Public Health will provide two or more mentorship events to support underrepresented undergraduate and graduate students interested in public health and first-generation college students.** Since the undergraduate program had not started yet, the DEI Committee focused its first mentoring events on graduate students through initiating mentoring events called, "The Guiding Collective" in Spring 2022, which entailed a panel of alumni who identify with underrepresented communities. Internal funding from the Council for Diversity and Inclusion was awarded to the DEI Committee by the university to provide a \$125.00 stipend for each panelist. In 2023, the staff from the Office of Diversity and Engagement delivered a training on the professional integration of DEI and provided strategies to create a personal board of directors to support DEI and other critical professional skills.
- (2) **Remove the GRE as an admission requirement by Fall 2023 for Public Health PhD program.** The GRE is officially no longer an admissions requirement for the MPH program. The elimination of the GRE requirement for the PhD program will appear in the Fall 2023 graduate catalog. The department faculty appreciates that the GRE is not a strong indicator of academic success in a graduate program and that the financial and time constraints can obstruct the

application of non-traditional students, international students, and persons experiencing economic hardship.

As aforementioned, the Diversity Action Plan (DAP; see ERF G1.3) guides the department's primary efforts to promote diversity and equity. The DAP was initiated in 2020 by the Diversity and Equity (DEI) Committee, a standing committee in the Department of Public Health composed of faculty, graduate students, and staff affiliated with Public Health. The DEI committee has traditionally been co-led by a faculty member (appointed) and a graduate student (volunteer) and meets every other week. The committee first drafted the DAP in keeping with the goals of the University of Tennessee's Strategic Plan. Once actions and assessment items were added to the goals. The faculty chair of the committee then presented the DAP to the faculty who provided feedback. The committee then responded to the feedback and presented a second version which was approved by the faculty. This document was then shared on the website and responsibilities for the execution of the DAP was assigned to various faculty members and the DEI Committee. The DAP was revised in May 2023 in response to the feedback provided by the college. This was subsequently approved by the faculty and has been submitted to the college for final approval.

In addition to the DAP, the DEI Committee also initiated a Black Lives Matter statement of solidarity in Fall 2020. This was on our website until recently, when it was taken down in response to concerns about Tennessee legislators' scrutiny. Politics has been playing an increase role in the promotion of health equity in the state. This has resulted in the termination of state employees, surveys of faculty and students about their political leanings and comfort level in the classroom, and restrictions of student learning events (e.g., Sex Week). Tennessee state law now bans the University from requiring employees to take diversity trainings, as well as prohibits asking job applicants to provide a DEI statement or philosophy. As such, we are in process of revising our Diversity Action Plan to comply with these new constraints. Events such as these will most likely impact the effectiveness of health promotion and ability to recruit faculty from underrepresented communities.

- 4) List the actions and strategies identified that create and maintain a culturally competent environment and describe the process used to develop them. The description addresses curricular requirements; assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities; and faculty and student scholarship and/or community engagement activities.

The recently revised DAP (see ERF G1.3) formally outlines the goals, objectives, and actions that the department has adopted to create and maintain a culturally competent environment. The process by which the DAP was developed is found in response 3 of this section. The DAP includes five goals in keeping with UTK's strategic plan. In addition to the two priorities mentioned in part 3, the three other priorities include: (1) climate, (2) community engagement and outreach, and (3) curriculum. Each priority-associated goal has a minimum of two measurable objectives, whose achievement is guided by 1-9 actions.

Curricular assignments. Optimally, as outlined in the DAP, each PUBH prefix course will include a learning objective that reflects diversity and equity. Although a formal curriculum review has not yet been initiated, the presence of such learning objectives and hence associated assignments by which to critique the competency is currently in the undergraduate and graduate curriculum. Examples include: Introduction to Public Health (PUBH 201), Health of Adolescents (PUBH 315), Suicide and Suicide Prevention Across the Lifespan (PUBH 430), Fundamental of Program Evaluation (PUBH 537), Assessment and Planning (PUBH 552), and Health and Society (PUBH 555). All learning objectives included in these courses have an associated assignment to assess the objective and the students' learning. In addition, from Fall 2021, MPH students are required to attend 6 hours of DEI (Diversity, Equity, and Inclusion) events. This is monitored in Graduate Seminar in Public Health (PUBH 509). In compliance with Tennessee law, the hours will no longer be required but "invited".

Student exposure to diverse faculty, staff, preceptors, guest lecturers, and community agencies that reflect diversity in communities. As outlined in item 1, the diversity of the faculty in Public Health is

robust, including three faculty members who identify with the LGBTQ+ community. Guest lecturers and panel members from underrepresented communities are often invited to share their experience and expertise in the classroom. For example, PUBH 201 in Fall 2022 included several practitioners, including those from diverse communities. These included: Sarah McCall of College Student Health, and Diondre Brown of the UT Center for Career Development and Academic Exploration. The 509 Graduate Seminar has a guest speaker each week. In Fall 2022, a third of the speakers were Public Health practitioners. PUBH 556 included a panel of Public Health professionals who represented the Tennessee Department of Health, the Knox County Health Department, and an independent consultant, who is a UTK MPH alumnus.

Faculty and student scholarship. UTK faculty have scholarship collaborations with undergraduate and graduate students. Dissertations are one such example. Several doctoral graduates have focused on underserved communities including rural healthcare (A. Letheren-K. Brown, advisor), food security of person who identify as transgender and/or non-conforming (J. Russomanno – J. Jabson Tree, advisor), chronic illness in LGB community (J. Patterson – J. Jabson Tree), and Cuban medical training for US students (D. Kirkland – L. L. Meschke, advisor). These topics have also been the focus of national conference presentations and peer-reviewed publications.

Community engagement activities. As shared earlier, the UTK Department of Public Health engages the community by incorporating their expertise in the classroom and through service-learning opportunities. In addition, the faculty and staff also serve the community of Knoxville and the state.

DEI Book Club. In 2022-2023 the DEI committee reintroduced a book club that was open to Public Health faculty, staff, and graduate students. In Fall 2022, 10 participants read and discussed the book, “The Beauty Bias: The Injustice of Appearance in Life and Law” by Deborah L. Rhode was read and discussed. In Spring 2023, we are reading “Dignity: Its Essential Role in Resolving Conflict” by Donna Hicks and 12 book club members attended. The DEI Committee was awarded \$400 from the UTK Center of Diversity and Inclusion and \$161.70 from the College of Education, Health and Human Sciences to cover the cost of books for all attendees.

Equity, Inclusion, and Justice Institute. One activity has **cross-cutting** influences across all DAP goals. In Summer 2021, the College of Education, Health, and Human Sciences initiated the Equity, Inclusion, and Justice (EIJ) Institute. Dr. Jabson Tree had been trained as a trainer of this NIH-affiliated program and successfully brought this resource to UTK. In the past two years (2021, 2022, 2023), the Department has had 5 faculty members, 2 doctoral students, and 2 staff trained in an intensive 10-day summer program. Attendance of this program, based on program evaluation, has implications for climate, curriculum, professional development, and the promotion of equity and inclusion.

- 5) Provide quantitative and qualitative data that document the program’s approaches, successes and/or challenges in increasing representation and supporting persistence and ongoing success of the priority population(s) defined in documentation request 1.

Impact of DEI Committee membership. Graduate student members of the DEI committee reflected on the impact of membership on their professional development. A second-year MPH student member shared:

Being a part of the DEI committee has dramatically impacted my professional development. As a health policy and management concentration, the work that we have done within our DEI group has better prepared me for my career. I have learned the importance of building an equitable and safe environment, especially within organizational settings. For example, I am prepared to acknowledge and address biased policies and practices without hesitation. In addition, DEI helped me understand the significance of workforce diversity and how critical it can be in addressing community health needs. My DEI experiences have only solidified my need to promote equity so underserved individuals can receive the tools they need to have a happy and healthy life. I am so honored to work alongside and learn from the unique experiences of the incredible individuals on our DEI team. I would like to see the DEI committee grow. We are a small team as of right now, and we could do more within our

department and the community if we had more individuals. As public health professionals, we must understand the history and experiences of those facing inequities to better serve these individuals going forward. The public health DEI committee is a great asset in that way, and I would like to see this highlighted even more going forward. I would like to see the DEI committee grow. We are a small team as of right now, and we could do more within our department and the community if we had more individuals. As public health professionals, we must understand the history and experiences of those facing inequities to better serve these individuals going forward. The public health DEI committee is a great asset in that way, and I would like to see this highlighted even more going forward.

Another member of the DEI committee shared:

Since serving on the DEI committee, I have had the opportunity to meet and work with a group of remarkable individuals, each of whom has extraordinary experiences and backgrounds they bring to the table. I am fortunate to be in the position of disseminating information about DEI while also having the opportunity to present on Neurodiversity for our incoming cohort during orientation. The DEI committee has been a wonderful experience! The knowledge, values, and learning experience I have gained during this time of service have provided me with more tools and insights that will stay with me as I continue to grow personally and professionally.

DEI Committee Programs. Members of the Fall 2022 book club shared their assessment of their experience in a follow up survey. The 6 respondents all agreed or strongly agreed that their participation in the book club increased their knowledge of diversity and inclusion and enhanced their personal and professional growth. One respondent's comment summarized the survey responses well, "I thoroughly enjoyed the book club and hated to miss the last one. I've never participated in a book club and this challenged the way I read the book and my thought processes. I hope that it continues."

For the past three years, the DEI committee has also provided 2-hour training at the new graduate student orientation and in the graduate seminar (PUBH 509). A third (n=13) shared their assessments of the trainings in a brief survey administered in December 2022. More than 90% of the participants had attended the bystander intervention training related to sexual violence prevention and 75% had attended two or more of the three events. All rated the trainings as good or excellent with 80% selecting "excellent." All respondents agreed or strongly agreed that the presentations increased their sense of belonging and knowledge of diversity and equity. It is the DEI committee's intention to continue with these training opportunities.

In Spring 2022 the DEI committee also initiated the Guiding Collective, a mentoring program with a focus on diversity, equity, and inclusion. The first event was a 4-member alumni panel of black MPH graduates who pursued different professional experiences. The audience of 52 people included faculty members and graduate students. Of these, 15 participants completed the evaluation survey and a third either identified with the BIPOC or LGBTQ+ communities or chose not to disclose. Those who responded to the survey were appreciative of the event and the information shared. The importance of self-advocating and networking were the primary takeaways. The Public Health Guiding Collective looks forward to organizing future events to better promote equity in employment and health promotion. This event provided \$125 stipends to the presenters, through a \$500 award from the Council for Diversity and Inclusion.

- 6) Provide student and faculty (and staff, if applicable) perceptions of the program's climate regarding diversity and cultural competence.

2020 and 2022 Climate Surveys. The DEI initiated a climate survey in 2015 to better understand the experiences of graduate students, faculty and staff associated with the department. The results of the climate survey serve to inform all people affiliated with UTK Public Health of the strengths and challenges experienced in the department and how perceptions may differ by self-identified affiliation with a marginalized group.

Given the opportunities for improvement, a climate survey was subsequently administered to Public Health affiliated staff, faculty, and graduate students in 2020 and 2022. The tool was kept brief in response to the university request, as UTK intended to administer a longer climate survey for the university in both years, but this did not occur. In comparing the two years of data, for marginalized respondents, the percentage of positive agreement for interactions with both students and faculty/staff increased in the desired direction across all themes comparing 2020 and 2022. For non-marginalized respondents, the percentage of positive agreement for interactions with students increased or decreased depending on the topic (see ERF G1.6 Climate Survey Results, Tables 2 and 3). Although the data are cross-sectional, the findings imply that the climate of the UTK Public Health program is becoming more inclusive and welcoming, but room for improvement remains.

- 7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The DEI committee has been very active in promoting the retention of students through committee membership, providing 6 hours of training events annually, and assessing climate every other year.
- The climate survey was initiated in Fall 2015 and was repeated in 2020 and 2022. The findings are very promising that the DEI promotion efforts have been beneficial.
- Faculty and staff are very committed to enhancing their awareness and practice of DEI promotion strategies as exemplified in their involvement in the summer justice institute, participation in the DEI committee, and inclusion of DEI-related learning objectives in course syllabi and products. We have a very solid foundation on which to build.
- Faculty and staff are sensitive and responsive to the impact of external events (i.e., mass shootings) that affect the mental health and well-being of all students, particularly marginalized groups (i.e., LGBTQ, People of Color) through actions such as listening groups, including with the Dean and other administrators, shared meals, social events, and other strategies to connect and support underrepresented students.

Weaknesses

- Less attention has been devoted to the recruitment of diverse students, however across the past five years, the public health MPH and doctorate graduates from underrepresented communities has exceeded that of the state.
- Compared to the state of Tennessee, the Black community remains underrepresented in our graduates from the MPH and doctoral program. The majority of Tennessee's Black community is in Shelby County in the city of Memphis. This is a 5-hour 45-minute drive from Knoxville, which may discourage application and enrollment as more local options are available (e.g., Memphis State). The nascent distance education MPH program may address this disparity. The University of Memphis offers an MPH program on the west side of the state.
- Tabling banners and posters currently focus on the university as a whole, not the department. As funds are secured, the intention will be to highlight faculty and students of the department in our materials.
- Given the quantity and quality of contributions of the DEI committee, the number of members of students and faculty would ideally be higher. More members could more effectively address the number of trainings, climate survey, continuous quality improvement, and the opportunity to further enhance the Guiding Collective.

Plans

The following strategies will be undertaken to enhance UTK Public Health's efforts and climate associated with DEI.

- The DEI committee will be expanded to include UTK undergraduates with a major in Public Health. This will require a change to the by-laws of UTK Public Health as the currently listed name is not the Diversity, Equity, Inclusion committee (section 3.3.1.7)
- Continue to implement the DPH Diversity Action Plan and monitor metrics and benchmarks.
- Continue administration of the UTK Public Health climate survey to support continuous quality improvement in DEI efforts and outcomes

H1. Academic Advising

The program provides an accessible and supportive academic advising system for students. Each student has access, from the time of enrollment, to advisors who are actively engaged and knowledgeable about the program's curricula and about specific courses and programs of study. Qualified faculty and/or staff serve as advisors in monitoring student progress and identifying and supporting those who may experience difficulty in progressing through courses or completing other degree requirements. Orientation, including written guidance, is provided to all entering students.

- 1) Describe the orientation processes. If these differ by degree and/or concentration, provide a brief overview of each.

Public Health (BSPH) Degree

In the fall, public health faculty, in collaboration with the College advising center (<https://cehhsadvising.utk.edu/academic-advising/>), and university Center for Career Development and Academic Exploration (<https://studentsuccess.utk.edu/career/>), conduct two interest meetings via zoom and in-person for students who are interested in declaring the public health major to learn about required courses as well as discuss what students can do with a public health degree. Students receive links to the current catalog requirements, as well as a link to the google form to declare a public health major. After a student declares the public health major, they receive an email from the Advising center with a link to sign up for an advising appointment. During the spring, the public health faculty holds an orientation for newly declared public health majors to answer any questions that students may have.

MPH Program Campus-based MPH

All newly admitted campus-based students are invited to a formal student orientation the week before Fall semester begins. This orientation is designed for students admitted into the program beginning in Fall and any part-time students admitted in the preceding Spring semester. The orientation is an all-day event (9a-4p) that covers an overview of the program and expectations, faculty introductions and diversity, equity, and inclusion training. Our Public Health Graduate Student Association members also organize a panel of current students that provide a Q&A session to incoming students.

Distance MPH

All newly admitted distance education students are invited to a formal student orientation in the week preceding their semester of admittance (Fall and/or Spring). Given these students are not necessarily local to Knoxville, the orientations are held virtually. This orientation lasts one hour and is designed to introduce distance education students to the program and to the distance education faculty members. Distance education students are also provided additional resources including a Student Advising Canvas site that lists important forms, deadlines, and events throughout the semesters. The Distance education student advising Canvas site is updated regularly by our Distance Education program coordinator to ensure consistency and accuracy.

PhD Program in Public Health Sciences

All newly admitted campus-based students are invited to a formal student orientation the week before Fall semester begins. This orientation is designed for students admitted into the program beginning in Fall and any part-time students admitted in the preceding Spring semester. The orientation is an all-day event (9a-4p) that covers an overview of the program and expectations, faculty introductions and diversity, equity, and inclusion training. Our Public Health Student Association members also organize a panel of current students that provides a Q&A session to incoming students.

- 2) Describe the program's academic advising services. If services differ by degree and/or concentration, a description should be provided for each public health degree offering.

BSPH Program

The College of Education, Health, and Human Sciences (CEHHS) Office of Advising and Student Services provides academic advising for the initial two years of undergraduate public health study. For the final two years, a staff coordinator/advisor in the Department of Public Health provides advising. The undergraduate program director reviews and approves course substitutions, in collaboration with the CEHHS Advising Office. The undergraduate program director and committee member(s) meet with the CEHHS advisors annually to explain public health curricular changes and give advisors insight into public health career paths so that advisors can help guide public health majors academic planning. There is ongoing, regular communication between the program director and the college advisors.

MPH Program

Each concentration is comprised of a minimum of 3 faculty members. Students are assigned a concentration-specific faculty advisor on admission. In addition, distance education students can access an advising Canvas site updated regularly by our Distance Education program coordinator to ensure consistency, accuracy, and 24/7 access.

Each advisor is responsible for guiding students through our program's course offerings and assists students with building their personal agendas based on their graduation timeline. Students may choose to change advisors on approval from the program director. The most common reason for a change in advisor is when a student changes concentration. Students are allowed to change their concentrations, again with the acceptable rationale in the form of a revised personal statement. In most situations, to change concentration, students will initiate communication with their respective advisors addressing the nature and feasibility of re-direction. Students will then be referred by their advisors to the program director for further discussion and permission. Once the student is approved to change, he or she is assigned a new advisor from within the concentration.

Throughout the MPH course of study, the program director, faculty advisors, and the Applied Practice Experience (APEX) coordinator encourage students to communicate through e-mail, telephone, or face-to-face to review, update, and refine their resume, engage in career planning, define immediate career objectives, explore engagement in service and research activities, and discuss long-term career goals. The faculty advisor is expected to provide appointments for students who need an extended advising session. In most situations, faculty members also provide informal advising opportunities prior to and after classes. The program director provides advising across the concentrations, serves as a back-up when the student's advisor is off campus and works with individual faculty advisors as needed to clarify and resolve specific advising issues.

In addition to the individualized APEX discussions offered by faculty advisors, the APEX coordinator provides an information and planning session for all students one semester prior to the start of the field practice. The session guides students regarding participating in an interview in the proposed field setting, interacting effectively with preceptors, establishing field practice objectives, selecting competencies to develop, and adhering to the milestones required to achieve excellent performance.

As outlined in our Department of Public Health (DPH) Graduate Student Handbook (ERF H1.2 Graduate Handbook_2023-24 p. 17-18), responsibilities of the advisee are:

- Contact the faculty advisor to schedule an appointment prior to registration for classes for the subsequent semester.
- Consult the University registration website (<https://onestop.utk.edu/class-registration/>). This site also has a link to the Timetable of Classes.
- Consult the University Graduate School website (<https://gradschool.utk.edu/>). This site provides information on procedures and deadlines for graduation. In particular, students have found the "Steps to Graduation for Graduate Students" very helpful (<https://gradschool.utk.edu/graduation/steps-to-graduation/>).
- Notify the faculty advisor and the MPH Program Director of any change in your address or telephone number.

As outlined in our Graduate Student Handbook (p. 20), responsibilities of the advisor are:

- Schedule advising appointments when contacted by the advisee.

- Assist the advisee in the development of a plan of study that is commensurate with the advisee's background, interests, and goals that comply with the approved curricula and policies.
 - Provide guidance to the advisee on selection of committee members.
 - Assist the advisee in meeting Graduate School requirements and deadlines.
 - Coordinate written and oral examinations, as required by the specific programs in which the advisee is a candidate.
 - Provide guidance and assistance in the selection of an Applied Practice Experience site.
- 3) Explain how advisors are selected and oriented to their roles and responsibilities.

BSPH Program

For the BSPH program, the CEHHS Office of Advising Services employs a team of professional advisors who are trained to advise undergraduate public health majors (freshmen and sophomores). Juniors and seniors will be advised by a dedicated public health staff advisor. The advisor will be trained by the BSPH program director and CEHHS advising team.

MPH Program

The MPH program offers five concentrations of study: Community Health Education (CHE), Epidemiology (EPI), Health Policy and Management (HPM), Nutrition (NUTR), and Veterinary Public Health (VPH). With guidance from the program director, faculty members within each concentration are responsible for the evaluation of application materials. Based on faculty recommendations, the program director makes the final decision on admission that is electronically submitted to the Graduate School, and the applicant is notified by letter. In the letter, the program director shares the name and email address of the assigned faculty advisor and encourages the applicant to make early contact. The program director initiates the advisor assignment for admitted students. The advisor assignment is based on concentration of study, each student's interest as expressed in the application materials, their educational background, workload equity, and past and/or current professional experience. Under most circumstances, faculty members send a welcoming email within two weeks upon receiving the notification of the assigned advisee.

To ensure consistency in advising, each faculty advisor has access to an electronic Graduate Advising Guide (ERF H1.3 Graduate Advising Guide 2023 and H1.3 MPH Course Schedule) and is provided a copy via email each academic year. All faculty and staff also have access to a departmental SharePoint site that contains important documents, forms, and resources useful in student advising.

PhD Program Public Health Sciences

Prior to enrolling in the PhD program, each student is assigned to a primary advisor (major professor) based on matching with research interests. Upon enrollment and after the new student orientation, each faculty member meets with assigned doctoral students. PhD students may change major professors/advisors at any time when necessary, such as redirection of research, faculty turnover, or other changes. This is done with input from the student, primary advisor, program director, and prospective new advisor.

Additionally, doctoral students receive advising from their dissertation committee. After doctoral students complete 18 hours of credit hours, they form a dissertation committee for advising and providing peer review. The dissertation committee is made up of four faculty members including the major professor, two additional faculty members from the department of public health, and one external faculty member from a department external to the department of public health. Dissertation committees can also be revised as needed based on changing academic needs and conditions.

To ensure consistency in advising, each faculty advisor has access to an electronic Graduate Advising Guide (H1. Graduate Advising Guide 2023) and is provided a copy via email each academic year.

- 4) Provide a sample of advising materials and resources, such as student handbooks and plans of study, that provide additional guidance to students.
- CEHHS BSPH Advising Form (ERF H1.4 BSPH Advising Form)
 - CEHHS BSPH Curriculum Sheet (ERF H1.4 BSPH Curriculum Sheet)
 - Undergraduate public health course schedule by semester (scroll to bottom of page): https://publichealth.utk.edu/undergraduate-programs/bs_public_health/
 - MPH Concentration Curriculum Sheets (ERF H1.4 MPH Curriculum Sheets)
 - MPH Advising Guide (ERF H1.3 MPH Course Schedule)
 - 2022-2023 Graduate Student Handbook; p.19-20 (ERF H1.2 Graduate_Handbook_2022)
This document is also publicly available on our departmental website: https://publichealth.utk.edu/current-students/forms_docs/ (Graduate Student Handbook)
 - Graduate Advising Guide (ERF H1.3 Graduate Advising Guide_2023)
- 5) Provide data reflecting the level of student satisfaction with academic advising during each of the last three years. Include survey response rates, if applicable.

BSPH Program

The BSPH program is in its first year of existence (started fall 2022) and is currently developing a student satisfaction survey. This survey will assess student satisfaction with advising in the 2023/2024 academic year.

MPH Program

We assess student satisfaction with advising on our annual MPH Student Survey (distributed each April). On our annual survey, students are asked “How satisfied are you with your interaction with faculty – Quality of faculty advising.” This question is rated on a 5-point Likert scale (1=not very satisfied; 5=very satisfied).

Results pertaining to student satisfaction with academic advising for the past 4 academic years (2018-2019; 2020-2021; 2021-2022; 2022-2023) are included below. Data from the 2019-2020 academic year are not available as a student satisfaction survey was not distributed due to COVID-19.

Academic Year	Mean Score	Comments
2019-2020		<i>No data to report. No survey was conducted due to the start of the COVID-19 pandemic.</i>
2020-2021 (n=21)	3.8	Students in this cohort primarily had to attend classes via Zoom due to COVID-19, which could have contributed to the lowered ratings.
2021-2022 (n=46)	4.2	This is the first year that we had student representatives from both the campus-based and distance education programs.
2022-2023 (n=40)	4.4	Mean score increased, and all but two students were satisfied with faculty advising. The two who were less than satisfied would like faculty to be more proactive in reaching out to students for advising.

PhD Program in Public Health Sciences

The PhD program is in its second year of existence and has not yet developed a student satisfaction survey. This survey is in development and the goal is to assess student satisfaction with advising in the 2023/2024 academic year.

- 6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- We have added several new faculty members beginning in the 2021-2022 academic year, which allows for greater disbursement of academic advisees in the MPH program. This will allow faculty members to work more closely with advisees throughout their program trajectory.
- In August 2022, we added a new staff position that is primarily responsible for coordinating Applied Practice Experiences (APEX). Having a dedicated position for coordinating student APEX placements will reduce the burden of advisors to assist students with internship opportunities.
- From the point of application, PhD students are paired with and work closely with a faculty advisor. In this work, they develop a mentoring relationship, complete development plans, create a mentoring map, and begin developing academic and professional socialization for successful doctoral training and professional experiences.
- For undergraduates, the CEHHS Advising Center offers professionally trained advising services. CEHHS advisors are Master's prepared individuals who specialize in providing academic advising.

Weaknesses

- The PhD program lacks a mechanism (i.e., survey) to assess advising satisfaction.
- The BSPH program does not have a position dedicated to or trained in advising within the department, nor have we had upper classmen to advise since the program just started in fall 2022.

Plans

- In the 2023/2024 academic year, the BSPH and PhD programs will develop and implement a survey for students to describe their satisfaction with advising.
- By fall 2023, we will hire a coordinator who will be trained to provide academic advising to BSPH juniors and seniors.

H2. Career Advising

The program provides accessible and supportive career advising services for students. All students, including those who may be currently employed, have access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to their professional development needs; these faculty and/or staff provide appropriate career placement advice, including advice about enrollment in additional education or training programs, when applicable. Career advising services may take a variety of forms, including but not limited to individualized consultations, resume workshops, mock interviews, career fairs, professional panels, networking events, employer presentations and online job databases.

The program provides such resources for both currently enrolled students and alumni. The program may accomplish this through a variety of formal or informal mechanisms including connecting graduates with professional associations, making faculty and other alumni available for networking and advice, etc.

- 1) Describe the program's career advising and services. If services differ by degree and/or concentration, a brief description should be provided for each. Include an explanation of efforts to tailor services to meet students' specific needs.

UT's Center for Career Development and Academic Exploration (CCDAE) provides undergraduate and graduate students, as well as alumni, a comprehensive array of career advising services. Services include individualized consultations, resume workshops, mock interviews, career fairs, professional panels, networking events, and employer presentations. The CCDAE also provides students and alumni access to many online job databases, such as Handshake and Career Shift. Services are available in-person and online. The CCDAE website is here <https://studentsuccess.utk.edu/career/>

BSPH Degree

All undergraduate public health students complete the Introduction to Public Health (PUBH 201) course, which includes a module on careers and health professionals. Also, undergraduate students are encouraged to join the university's Public Health Student Association (PHSA), which helps undergraduates connect with graduate public health students who may provide insight into career paths. Undergraduates are exposed to networking with guest speakers, which is built into most undergraduate courses. During the last semester internship, students gain direct insight into their selected career path. BSPH majors are invited to attend selected Professional Development webinars hosted by the MPH program.

MPH Degree

Our MPH program offers in-depth career advising to MPH students, which begins during the new student orientation where students are advised to seek out opportunities during the MPH to network with guest speakers and community partners through class projects and other service-learning activities. Our graduate seminar (PUBH 509, 1 credit), facilitated by the MPH program director, features a series of strategically selected public health professionals who infuse career guidance into their presentations to MPH students. The MPH intern coordinator offers two career guidance sessions in the fall to help first year students identify and plan their career paths with a focus on using the Applied Practice Experience (APEX) as a springboard toward next steps, as well as a session for 2nd year MPH students to identify and confirm their APEX field sites.

PhD in Public Health: Population Health Sciences Degree

Every PhD student must enroll in and complete PUBH 609, Doctoral Seminar, twice in their doctoral program. In the seminar, PhD students complete a range of career development activities, including but not limited to negotiating authorship, creating an effective curriculum vitae, leadership approaches, creating writing routines and plans, and job market preparation. In the first semester of PUBH 609, PhD students also complete the Individual Development Plan (IDP). This plan is a formal document completed by the PhD student and highlights their strengths and areas in need of additional, specific, scholarly, and

professional development. Students then present their IDP to their primary advisor for discussion and development planning. The IDP is to be reviewed annually by PhD student and advisor for continued planning and tracking. Also, every spring, the PhD Program Director coordinates an annual review of doctoral students with faculty and students to assess progress towards degree completion and career goals. Each PhD student's advisor synthesizes feedback and shares with their advisee in an annual letter of progress.

- 2) Explain how individuals providing career advising are selected and oriented to their roles and responsibilities.

In addition to the career advising that every faculty member provides, particularly for doctoral students, the CCDAE (Center for Career Development and Academic Exploration) employs career coaches for each discipline on campus, which includes a career coach assigned to public health. The CCDAE career coach is a Master's prepared individual who specializes in supporting students to explore majors and careers, as well as connect them with opportunities. Currently, Diondre Brown, is the career coach assigned to public health (dbrow173@utk.edu, <https://studentsuccess.utk.edu/career/quick-team-directory/>). The UT DPH partners with the CCDAE career coach to foster relationships with public health employers, often through MPH alumni connections. Also, the CCDAE provides faculty and staff with a centralized webpage (<https://studentsuccess.utk.edu/career/faculty-and-staff/>) to help faculty and staff know how to support students' career advising needs and where to refer them for additional guidance.

- 3) Provide three examples from the last three years of career advising services provided to students and one example of career advising provided to an alumnus/a. For each category, indicate the number of individuals participating.

Example 1: Undergraduate public health program. On October 28, 2022, the CCDAE public health career, Diondre Brown, led the PUBH 201: Introduction to Public Health discussion class to help students explore careers in health and public health. Mr. Brown led 61 undergraduate students through a highly interactive, personalized self-assessment and planning process to help students identify their career and/or graduate school plans. By the end of the session, students had a draft personal statement that could be used to apply for graduate school or tailored for a cover letter for a professional position.

Example 2: MPH program. The spring 2022 Graduate Seminar in Public Health offered two sessions that specifically provided career guidance. The speakers included Quinten Ash, MPH CDC Emergency Response Operations Coordinator Infection Control Prevention and Control Team who discussed "Your Net Worth is your Network!". During his session Mr. Ash described his career path, starting as a student in the UT MPH program. He identified and provided contact information for opportunities at the CDC. On March 31, Marsha Marsh, retired career CDC professional, presented a session titled "Do Something to Make a Difference in the World, not just to Make a Living". Ms. Marsh also described her career at the CDC with encouraging words for the students. She provided information on international opportunities for students and encouraged them to contact her personally for more information. Both sessions were very well received by the students, reflecting value and motivation for seeking opportunities at the CDC.

The MPH Applied Practice Experience coordinator organized and hosted three professional development workshops in Spring 2023 semester that were attended by both on-campus and distance education MPH students on Zoom. These sessions addressed topics of career readiness including how to develop useful resumes and cover letters, public health job searching strategies, and information on two public health certifications: Certified Health Education Specialist (CHES) and Certified in Public Health (CPH). MPH faculty, alumni, and staff from the Center for Career Development were involved in providing guidance and career preparation to students during these workshops.

Example 3: PhD program. In the Fall semester, 2022, all PhD students who had not advanced to candidacy, or who had not previously enrolled in PUBH 609, Doctoral Seminar, were required to enroll in and complete two semesters of PUBH 609. In the fall of 2022, 13 PhD students enrolled. The objective of the weekly seminar sessions is to expose doctoral students to additional career development opportunities to prepare them for future professional placements. Therefore, Dr. Jabson Tree (as Director

of the PhD Program) led students through 15 weeks of professional development and career advising. These one-hour, weekly, sessions included career development discussions and activities about developing a research program, negotiating authorship for articles and manuscripts, creating a scientific writing routine, pros and cons of post-doctoral training, leadership, and equity and inclusion topics and principles in public health. At the end of the course, PhD students had a complete Individual Development Plan that they presented and discussed with their primary faculty advisors. This plan was then used to guide career development activities.

Alumni example: Our MPH APEx coordinator maintains a private LinkedIn group for MPH alumni, whereby alumni and the coordinator post open positions and conduct career-related networking. The group, which started in 2015, includes 200 members. The private group allows current students to see example career paths and helps alumni keep in touch. Prior to the LinkedIn group, the department used to disseminate jobs to alumni via a listserv; however, based on alumni feedback, the listserv was eliminated and replaced with a more interactive, social media style professional networking that allows alumni to connect and reconnect throughout the course of their careers.

A significant way faculty support alumni in their career path is by providing references to prospective employers. For example, four faculty members have provided almost 50 references for new positions, post-docs, or other educational programs for graduates of the Public Health programs during 2022.

- 4) Provide data reflecting the level of student satisfaction with career advising during each of the last three years. Include survey response rates, if applicable.

We assess student satisfaction with career advising in our annual MPH Student Survey (distributed each April). On our annual survey, students are asked “How satisfied are you with the guidance on field practice and career planning.” This question is rated on a 5-point Likert scale (1=not very satisfied; 5=very satisfied).

Results pertaining to student satisfaction with career planning for the past 4 academic years (2018-2019; 2020-2021; 2021-2022; 2022-2023) are included below. Data from the 2019-2020 academic year are not available as a student satisfaction survey was not distributed due to COVID-19.

Academic Year	Mean Score	Comments
2018-2019 (n=28)	3.29	
2019-2020		<i>No data to report. No survey was conducted due to the start of the COVID-19 pandemic.</i>
2020-2021 (n=21)	3.0	Students in this cohort primarily had to attend classes and receive advising via Zoom due to COVID-19, which could have contributed to the lowered ratings.
2021-2022 (n=46)	3.8	This is the first year that we had student representatives from both the campus-based and distance education programs.
2022-2023 (n=30)	3.77	Comparable to prior year.

PhD Program:

Currently the PhD program does not have a satisfaction survey for alumni or to current students. Therefore, we do not have data to present regarding alumni satisfaction with student experiences in the PhD program.

- 5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The university's comprehensive career center offers all students and alumni many tools and resources to assist throughout the lifespan.
- Our MPH program has long-standing relationships with public health employers, as well as a strong alumni base that spans the last 50+ years.
- Intentional career-focused sessions for MPH students both stand-alone and integrated into courses.

Weaknesses

- Due to retirements and turnover in recent years, many faculty are new to the area and getting to know university advising and career resources, as well as establishing community relationships to serve students career advising needs.
- Our undergraduate program is brand new and thus lacks data on student satisfaction with career guidance.
- There is no student nor alumni survey of experiences in the PhD program.

Plans

- By December 2023, the BSPH program will hire a jointly funded coordinator, shared with the Knox County Health Department. The coordinator will give career guidance to undergrads and oversee the undergraduate internship.
- During the 2023/2024 academic year, the undergraduate program will develop and implement a student satisfaction survey.
- The PhD program will establish and implement a student satisfaction survey and alumni satisfaction survey with experiences in the PhD program, during the 2023/2024 academic year.
- The APEx coordinator plans to facilitate four to six professional development workshops annually between fall and spring semester.

H3. Student Complaint Procedures

The program enforces a set of policies and procedures that govern formal student complaints/grievances. Such procedures are clearly articulated and communicated to students. Depending on the nature and level of each complaint, students are encouraged to voice their concerns to program officials or other appropriate personnel. Designated administrators are charged with reviewing and resolving formal complaints. All complaints are processed through appropriate channels.

- 1) Describe the procedures by which students may communicate complaints and/or grievances to program officials, addressing both informal complaint resolution and formal complaints or grievances. Explain how these procedures are publicized.**

Public health faculty interactions with students are based on respect, honesty, and fairness. Faculty seek to handle potential misunderstandings on a timely basis from the most direct point of concern. The recommended procedure for the student is to seek resolution (informal complaints) with the involved faculty member, followed by consultation with the faculty advisor/major professor. Guided by the program culture of advocacy for students, Public Health faculty are responsive to student suggestions and requests, recognizing the experience, maturity, and different needs of working students. Informal complaints may be made to the MPH or PhD program director and/or the Department Head. Resolution is prioritized and ideally achieved to the affected parties' satisfaction before moving to the formal grievance process.

If a student should become dissatisfied with advising, instruction, or other areas related to degree pursuit, notification as a formal complaint may be made to the MPH or PhD program directors for resolution of the issue or concern, subsequently to the department head, and then to the associate dean of the college. The University of Tennessee Graduate Student's Responsibility, Rights to Appeal and Graduate Council Appeal Procedure can be obtained at the Graduate School or at <https://gradschool.utk.edu/graduate-council/appeals-committee/the-university-of-tennessee-graduate-council-appeal-procedure/> and shared via faculty advisors. If not resolved by the program, department or college, the student may file a formal complaint with the graduate school.

A graduate student may appeal three types of academic decisions to the Graduate Council through the Graduate Council Appeals Committee: (1) grievances concerning the interpretation of and adherence to university, college, and department policies and procedures; (2) grievances concerning grades; and (3) grievances concerning academic penalties imposed for academic and/or research misconduct.

1. Students with grievances concerning the interpretation of and adherence to university, college, and department policies and procedures as they apply to graduate education may file a formal complaint with the Graduate Council through the Assistant Dean of the Graduate School, but only after grievances have been duly processed, without resolution, through appropriate appeals procedures at the department and college levels. The initial appeal must be at the lowest level (i.e., at the department or college where the policy or procedure exists) and must be filed no later than 10 business days after the incident that occasions the appeal. If the department head or dean of college does not respond within 10 business days of receiving the student's written appeal, the student has the right take the appeal to the next level.

2. Students with grievances concerning grades may file a formal complaint with the Graduate Council through the Graduate Council Appeals Committee, but only after grievances have been duly processed, without resolution, through appropriate appeals procedures at the instructor, department and college levels. Students may appeal grades only on the basis of one or more of the following allowable grounds: (1) A clearly unfair decision (such as lack of consideration of circumstances clearly beyond the control of the student, e.g., a death in the family, illness, or accident); (2) Unacceptable instruction/evaluation procedures (such as deviation from stated policies on grading criteria, incompletes, late paper examinations, or class attendance); (3) Inability of the instructor to deal with

course responsibilities; or (4) An exam setting which makes concentration extremely difficult. The initial grade appeal must be filed no later than 10 business days after the final grade has been issued.

3. Academic penalties may result from academic or research misconduct. These penalties can be appealed to the Graduate Council Appeals Committee. Students with grievances concerning such academic penalties may file a formal complaint with the Graduate Council through the Graduate Council Appeals Committee. The Graduate Council Appeals Committee cannot reverse the outcome of a research misconduct process, a student conduct process, or any disciplinary sanctions that result from those processes; thus, students may not use the Graduate Council Appeals Committee to appeal these decisions. The initial appeal of the academic penalty must be filed no later than 10 business days after the conclusion of the student conduct process and the issuance of the academic penalty.

Students with grievances related to race, sex, color, religion, national origin, age, disability, or veteran status have the right to file a formal complaint with the Office of Equity and Diversity, 1840 Melrose Avenue. These types of complaints are not addressed by the Graduate Council Appeals Committee.

Department guidance on filing complaints and grievances are published in the Graduate Handbook (see ERF H3.1 Sections 11 C and D),

Undergraduate Program

The process for grade appeals for undergraduate is articulated in the Undergraduate Catalog https://catalog.utk.edu/content.php?catoid=34&navoid=4710#stud_righ_resp.

All Programs

The student handbook, Hilltopics, can be accessed at <https://hilltopics.utk.edu/>. The pages of the website include links covering every element of student life at UT. Specific to complaints <https://hilltopics.utk.edu/process-for-handling-complaints/> students are encouraged to work through respective campus channels (instructor, advisor, department, college, etc.) before contacting the University of Tennessee system. Complaints not resolved at the campus level may be directed to the Vice President for Academic Affairs and Student Success.

Complaints regarding distance education offered by any University of Tennessee institution to students in other states may also be reported to the UT Vice President for Academic Affairs and Student Success. Alternatively, complaints regarding distance education programs offered to students in other states may be reported through the applicable state's process if a separate complaint process is listed at wcet.wiche.edu/advance/state-approval-complaint.

2) Briefly summarize the steps for how a formal complaint or grievance is filed through official university processes progresses. Include information on all levels of review/appeal.

Graduate Appeals Process

Department Appeals Process

The purpose of this process is to provide graduate students in the Department of Public Health an opportunity to resolve academic complaints that may interfere with, terminate, or impede progress toward academic or professional degree goals. The complaints may include adverse outcomes on qualifying exams, course grades, or other academic decisions.

Step 1

The student should first consult and attempt to resolve the concern with the faculty member associated with the concern and their academic advisor. If the resolution is not satisfactory, the student can appeal the resolution with the MPH or PhD committee.

Step 2

The second process must be initiated within 30 days after the student receives the initial decision by faculty member in consultation with the academic advisor. If an MPH or PhD committee faculty member(s) is/are involved in making the initial academic decision, an alternate faculty member from the Department of Public Health will be asked by the director of the MPH or PhD committee or by the department chair to join the process.

Step 3

Provided a mutually satisfactory resolution cannot be reached at the Program level, the complaint may be brought to the Department Head. The process must be initiated within 30 days after the student receives the decision from the MPH or PhD committee. It is the responsibility of the Department Head to determine the circumstances surrounding the academic decision in consultation with faculty member(s), the academic advisor and the director of the MPH or PhD committee.

Step 4

If all departmental appeal processes resulted in an unsatisfactory outcome and the student wishes to pursue the appeal further, the student may appeal in writing to the Dean of the College of Education, Health and Human Sciences (CEHHS), however this step can only occur when the remedies afforded at departmental level have been exhausted.

Step 5

If the College level appeal process resulted in an unsatisfactory outcome, students can file a formal complaint with Graduate Council Appeals Committee following Graduate Council Appeal Procedure.

A student wishing to initiate an appeal should contact the Graduate School's Assistant Dean and Director of Student Services at gradschool@utk.edu. The Assistant Dean will guide the student through the process and coordinate with the Graduate Council Appeals Committee to ensure the appeal is heard. A student with a grievance concerning policies or procedures, grades, or academic penalties must abide by the following three step procedure in order for an appeal to be considered.

1. Before appealing to the Graduate Council Appeals Committee, the student must first follow and exhaust the appeal procedures at the department and college level. For grade appeals, the student must confer with the faculty member who issued the grade and if no resolution is achieved appeal to the department head. For appeals related to departmental policy, the student must appeal to the director of graduate studies for the program and if no resolution is achieved appeal to the department head.
2. If the issue remains unresolved with the department head, the appeal is denied, or the issue is determined to be outside the purview of the department, the student may appeal in writing to the dean of the college within 10 business days of the department head's decision. In cases when a student is appealing the interpretation of a college policy or procedure, the student may begin by appealing directly to the dean of the college.
3. If the student wishes to appeal the decision of the college, the student may file a formal appeal with the Graduate Council Appeals Committee through the Assistant Dean of the Graduate School within 10 business days of the college dean's decision.

The following steps are followed in the appeals process:

1. Student initiates the appeal with the Graduate School.
2. Graduate School Appeals Committee Chair appoints an appeals panel to consider the case.
3. Appeals panel recommends to the Graduate School Dean whether or not to move the appeal forward.
4. If the appeals panel recommends that the appeal move forward, a Hearing Committee is convened.
5. Hearing Committee makes recommendation to the Graduate School Dean.

6. Graduate School Dean issues a decision.

The University of Tennessee Graduate Student's Responsibility, Rights to Appeal and Graduate Council Appeal Procedure can be obtained at the Graduate School or at <https://gradschool.utk.edu/graduate-council/appeals-committee/the-university-of-tennessee-graduate-council-appeal-procedure/>.

Undergraduate Complaints and Grievances

According to the Undergraduate Catalog (<https://catalog.utk.edu/>) if a student believes that their end-of-term grade has been reduced for nonacademic reasons, such as the student's race, gender, religion, age, national origin, sexual orientation, or similar demographic characteristics, the student should first inform the department head of the department offering the course, and then consult with the university's Office of Equity and Diversity.

Students are also referred to Hilltopics, the student handbook described above, for complaints. Students are encouraged to work with their instructors, advisors and/or department head for complaints.

Key links include:

- Process for handling complaints: <https://hilltopics.utk.edu/process-for-handling-complaints/>
- Resources for students questions and concerns: <https://hilltopics.utk.edu/resources/>
- Site to register unresolved complaints with the Provost's office:
<https://aass.tennessee.edu/student-grievances/#acadaffairs>

- 3) List any formal complaints and/or student grievances submitted in the last three years. Briefly describe the general nature or content of each complaint and the current status or progress toward resolution.**

We have had no formal grievances or complaints in the past three years.

- 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Strengths

- Well defined grievance process at the department and University level for graduate programs.
- Responsive faculty.

Weaknesses

- The undergraduate student complaint process is not yet described on the department's website as the program just started in August 2022.

Plan

- Add an explanation of the undergraduate student complaint procedures and associated links to our department's website to make it easier for students to find and understand the process.

H4. Student Recruitment and Admissions

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

- 1) Describe the program's recruitment activities. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each.

Recruiting was challenging for most of the assessment period due to COVID-19 restrictions on travel and face-to-face engagement. That said, we have pursued several opportunities that take advantage of the virtual format. We conduct recruiting efforts for all degrees (our new BSPH recruiting was initiated in fall 2022). A number of materials have been developed to inform prospective applicants of the options available to them in our programs. These materials include hard copy brochures and handouts that describe our program's offerings and concentrations, an informational booth, a regularly updated website and a virtual open-house. Each is intended to provide prospective students with information regarding the curriculum, application process, and funding opportunities.

Graduate Degrees

Our informational booth is used at local, state, and national conferences to provide a broad range of prospective students access to materials that describe degree offerings, and to individual DPH faculty members and students who can answer questions and speak on behalf of the program. For example, the informational booth and its accompanying materials were used at the Tennessee Public Health Association's annual meeting in Murfreesboro, Tennessee (September 2022) and the APHA Annual Meeting (November 2022). The informational booth is also used at annual health sciences job and graduate program fairs hosted by the University of Tennessee. When prospective students visit the booth, current faculty members and students make every effort to explore future public health career opportunities with the visitor and to provide them the information they need to make a sound decision regarding attendance at the University of Tennessee's DPH. Information can be immediately accessed through QR codes on booth displays. A brochure for the MPH and dual degrees (Resource File H4.1) is available at the booth and by request via email and telephone. The DPH also takes part in University-sponsored career fairs. This allows contact with undergraduate students exploring health-related graduate studies. Members of the Public Health Student Association (PHSA) along with faculty members staff the booth. While more informal, all faculty members attending national conferences recruit and network for the program as opportunity presents. Comprehensive information regarding program requirements is available on our website, a constantly evolving resource designed to grow and change in response to the needs of our students and applicants. Currently the UT DPH website homepage (<http://publichealth.utk.edu/>) provides comprehensive information including degree curriculum, competencies for each concentration, optional certifications, and minors. A faculty member serves on the UT Graduate School Recruiters committee. This allows the department to share opportunities for accessing potential students.

Prospective applicants contacting the DPH by email or telephone for additional information and clarification of application procedures are directed to the appropriate faculty member, program director or APEx coordinator. By practice, response to an e-mail is within 24-36 hours during the regular work week. Faculty names and contact information are included on the website, for prospective students who wish to make direct contact with faculty members in a given degree, concentration or minor. Prospective students may also make inquiries through the Graduate Admissions Office which captures the prospective students' contact information. An email reply is generated through the inquiry system (<https://gradschool.utk.edu/future-students/office-of-graduate-admissions/contact-graduate-admissions/>) and provides additional information on the program and the Department. A summary of inquiries is sent regularly to the Program Director.

At the time of contact with the prospective student, the importance of early application initiation is emphasized; it is strongly recommended that applicants initiate application to the program three to four

months prior to the review deadline for the semester one plans to enroll. The DPH website directs students to the graduate school website for completion of the application and inclusion of requested materials. All program applications are completed on-line through the graduate school.

Funding is an important component of recruitment strategy. Up to ten funded assistantships are awarded annually to qualified students. The assistantship provides a tuition waiver for two semesters plus summer and a monthly stipend. Between 10-20 hours per week of teaching and/or other responsibilities for fall and spring semesters are required by the position. Information about the assistantship and an application are included in the acceptance letter sent to the applicant. The assistantships are prioritized for the doctoral applicants and current students. Dual MS-MPH degree students are also eligible for assistantships through the Department of Nutrition. The majority of the assistantships provided by the Department of Nutrition are quarter time (10 hours per week) and provide a tuition waiver for two semesters plus summer and a monthly stipend. Scholarships are awarded competitively to two public health students each year, which are funded by the Dr. June D. Gorski Scholarship Endowment (established 1995).

Funding may also be provided through fellowships, awarded on a competitive basis directly by the Graduate School (<https://gradschool.utk.edu/costs-and-funding/>). In addition, students often seek funded assistantships through a variety of academic and non-academic programs across the University, which are often open to all graduate students.

Recruitment of minority students to achieve a diverse student population is supported through the Graduate Diversity Enhancement Fellowships offered by the Graduate School (<https://gradschool.utk.edu/costs-and-funding/graduate-fellowships/endowed-graduate-fellowships/>).

Recruiting for the online option of the MPH is being conducted by our contracted partner Noodle. As of Summer 2023, our marketing & recruitment partnership with Noodle (<https://highered.noodle.com/>) has generated:

- 5,366 unique prospects
 - 595 started applications
 - 172 completed applications
 - 132 admitted students over 6 terms (FA21, SP22, SU22, FA22, SP23, SU23)
- a. Marketing. Noodle has worked with MPH leadership to develop a marketing plan detailing promotion strategy necessary to build awareness of the MPH (online) and to execute that plan to generate a flow of quality applications from prospective MPH (online) students. Noodle has created marketing strategies and tactics consistent with UTK's brand guidelines (including the use of colors and logos), message, and quality standards, subject to the input and approval of UTK's marketing and admissions teams. Further, Noodle has provided:

Market Research. Noodle has provided market research reports to UTK on the marketplace, competition, pricing, and other factors that affect the MPH (online).

Brand and Creative Strategy, Design & Production. In partnership with MPH (online) leadership, Noodle was responsible for brand development, creative ad production, and preparation and distribution of promotional literature, advertising copy, design ideas and other marketing materials deemed necessary and appropriate to promote the MPH (online).

Paid Media Strategy & Execution. Noodle developed a plan and designed data-driven media management campaigns to target ideal prospective applicant touch points, ensuring the right prospects see the right message. Services include:

- i. Campaign and audience target configuration
- ii. Media spend and marketing analytics integration

- iii. Daily account bid management and optimization
- iv. Leverage Noodle's relationship with Google, Facebook and LinkedIn for payment and billing systems
- v. Real-time analytics and weekly KPI reporting
- vi. Platforms including Google Ads, Facebook, and LinkedIn. Other platforms may be applicable for additional costs.

Digital PR Strategy & Execution. Noodle provides media and public relations services to promote MPH (online) faculty, leadership, and the program.

Earned & Owned Media Strategy & Execution. Noodle developed an MPH (online) search engine optimization strategy; established, developed, authored, operates, and maintains MPH (online) blog and social media pages and accounts on behalf of UTK on various social media platforms and websites, which includes sites like Facebook, LinkedIn, and Instagram; and established, developed, authored, operates, and maintains MPH (online) email campaigns.

Marketing Website Design & Development. Noodle designed and published marketing websites (including microsites, landing pages, and lead forms) for MPH (online) on behalf of UTK

Marketing Compliance. Noodle reviews and monitors all marketing materials for compliance with higher education laws and regulations at both the state and federal level. There are various laws that protect consumers from deceptive higher education marketing practices and the Parties must abide by those laws, not doing so could lead to serious legal and reputational consequences.

- b. Enrollment Services. Noodle counsels and recruits qualified prospective MPH (online) students. Noodle contacts and advises prospective MPH (online) students concerning Program requirements. Noodle facilitates the collection of admissions applications through UTK's application system (i.e., Slate).

UTK retains sole authority and control over all admissions decisions and other academic matters. Subject to the Program Protocols, Noodle has/will:

1. created a written recruitment plan for the MPH (online) and executes the plan;
2. hired, trained, evaluated, and managed enrollment advisors to represent UTK and the MPH (online) accurately and responsively to prospective students;
3. been responsible for the facilitation of collecting of the student applications and delivery through the application system designated by UTK.

Bachelor's Degree

The Office of Undergraduate Admissions maintains a robust website <https://admissions.utk.edu/> with information for prospective students (high school students, transfer students or international students), parents and high school counselors. Information on programs, cost, and the admissions process is accessible from the webpage. Campus visits are conducted throughout the year and interested people may register at the site. Virtual visits are an option. The University accepts the Common Application to make applying easy and seamless.

The Department also conducts recruiting. A concerted effort has been made to inform the undergraduate advising centers across campus of our new Bachelor's degree program. Informational sessions are conducted to allow current UT students the opportunity to meet faculty and learn about the program. The Minor in Public Health, with a current enrollment of more than 200 students, has afforded the opportunity to share information on the degree with students in each of the courses. The two example marketing

materials are available in the ERF (ERF H4.1 “What Can I Do with a Public Health Major” and “BSPH Flyer”).

- 2) Provide a brief summary of admissions policies and procedures. If these differ by degree (e.g., bachelor’s vs. graduate degrees), a description should be provided for each. Detailed admissions policies, if relevant, may be provided in the electronic resource file and referenced here.

Bachelor’s Degree

Admission to the undergraduate program is governed by policies of the University of Tennessee Undergraduate Council. Specific to the BS in Public Health, admission policies and procedures were established by the Undergraduate committee (Julie Grubaugh, director and chair). Incoming freshman can access the application process and associated information at the Undergraduate Admissions page (<https://admissions.utk.edu/apply/first-year/>). The page provides detailed information on how to apply to the University, on applying for financial aid, admission requirements and communicating with the admission process using the Go Vols Portal. Once admitted to the CEHHS BS in Public Health program, students must meet progression requirements. The progression requirements are as follows. A 2.8 cumulative GPA after Term 4. Students admitted to the program must maintain a minimum cumulative GPA of 2.8 while in the program. Students must earn a grade of C or better in all Public Health courses. Students who do not meet milestones for the program will be re-directed to other options. Students are advised for the first 4 terms by the Academic Advising Office in the College of Education, Health and Human Sciences. After Term 4, students are assigned a departmental advisor. All advisors monitor the progression requirements.

MPH Program

Admission to MPH program (on campus or via distance education) is governed by policies of the University of Tennessee Graduate Council. Specific to reviewing applicants to the MPH program, admissions policy and procedures were established by the MPH Academic Program Committee (MPH/APC). The MPH program admission requirements are listed in detail on our website (<https://publichealth.utk.edu/welcome-prospect/>) Admission requirements include:

- a 3.0 cumulative undergraduate GPA,
- 3.0 GPA for any previously taken graduate courses,
- three recommendations preferably from academic persons or others who can assess the applicants capacity for graduate work,
- a personal career and goals statement, and
- application fully complete by stated deadlines.

An applicant first submits an application for admission to the graduate school, a processing fee, and official transcripts from each university attended to the Office of Graduate Admissions <https://gradschool.utk.edu/admissions/> which determines that the applicant has earned credits from accredited universities and achieved a minimum grade point average of 2.7 on a 4.0 scale. Following graduate school approval, the student’s application and transcripts are routed electronically using the Slate System to graduate program liaisons to secure a program recommendation.

The DPH office creates a hard copy of the applicant file, which includes the graduate school information including program specific information submitted by the applicant. An electronic applicant file is created and stored on a password protected server within Slate. These hard copy and electronic applicant materials include an admissions data form, three rating forms from previous supervisors or professors, statement of educational and career goals, and a resume or record of employment experience for the past 10 years. If the applicant’s file is complete by the announced deadline for the term of planned enrollment, review of the electronic application is conducted by a three-person faculty committee based on the requested concentration of study. The MPH program director serves as a member of each of three faculty review committees (CHE, EPI, HPM, VPH), to ensure consistency in review actions. Application review is finalized electronically by the MPH program director using the Slate System by making a recommendation of admission action to the Office of Graduate Admissions. An applicant may be fully admitted, admitted with prerequisite courses assigned, or denied admission. Official notification of admission status must be conveyed by the graduate school. However, the applicant is informed of the

program's recommendation of admission to the graduate school by email letter from the program director. The letter also provides the academic advisor's name and identifies any prerequisite courses assigned as a condition of admission. If a file remains incomplete after the established deadline, the program director advises the graduate admissions office of "no action taken" via the Slate System.

PhD Program

Admission to the PhD in Public Health Sciences is governed by the policies of the University of Tennessee Graduate Council. Specific to the DPH PhD, the admission requirements are as follows:

- Meet requirements for admission to the University of Tennessee, Knoxville, Graduate School.
- GPA of at least 3.20 (on a 4.00 scale) on Master's level coursework, shown in official transcripts.
- **GRE requirement temporarily suspended due to COVID-19.** A minimum of 40th percentile on all sections of the Graduate Record Examination (GRE).
- For international students, a satisfactory score on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), as defined by the Graduate School.
- Three letters of reference completed within the past 12 months by faculty members, academic advisors, or employers or professional colleagues. At least two letters must be from persons able to assess academic capacity.
- A personal statement to demonstrate the evolution of your interest in public health and how the PhD program will prepare you to work in the field of public health.
- Identification of a faculty mentor, initiate correspondence with the faculty mentor and confirm they are invited join their lab, and a description of how that faculty member's research and practice will help them achieve their career goals. Your research interests **must** be a close match with the faculty member's areas of expertise. **This should be included as part of the personal statement.** Visit the [directory](#) for a list of faculties who are currently accepting PhD students.
- A sole-authored writing sample that has not been peer-reviewed demonstrates skill in professional, research, or academic writing.
- A current curriculum vitae.
- Ability to clearly articulate a defined career pathway, which incorporates research experience and skills, upon interview.

In addition to the requirements, the program also articulates preferences for admission. Preference is given to applicants with the following attributes:

- MPH degree from a CEPH accredited school or program of Public Health.
- Public health or relevant work experience at local, state, or federal level.
- Applicants without the MPH degree may be admitted to the PhD program. For example, exceptional applicants who meet one of the following requirements may also be considered for admission:
 - Applicants with a master's degree or an advanced professional degree in a field related to public health from an officially recognized domestic or international institution; the aforementioned graduate degree must be conferred prior to enrollment to PhD; or
 - Applicants without a graduate degree must have at least two years of full-time work experience in public health or a related field.

The requirements and preferences for the PhD program are on our website (<https://publichealth.utk.edu/degree-programs/phd/>).

Once the application deadline has been reached, applications are reviewed by the full PhD Committee. A determination is made for accepting, accepting with financial support or denial. If an applicant has not identified a faculty mentor and the committee determines the applicant to be prepared to participate in the program, the application is circulated to all faculty accepting new doctoral students for consideration.

3) Provide quantitative data on the unit's student body from the last three years in the format of Template H4-1, with the unit's self-defined target level on each measure for reference. In addition to at least one from the list that follows, the program may add measures that are significant to its own mission and context.

- **Quantitative scores (e.g., GPA, SAT/ACT/GRE, TOEFL) for newly matriculating students**
- Percentage of designated group (e.g., undergraduate students, mid-career professionals, multi-lingual individuals) accepting offers of admission
- Percentage of priority under-represented students (as defined in Criterion G1) accepting offers of admission
- Percentage of newly matriculating students with previous health- or public health-related experience
- Number of entering students with distinctions and/or honors from previous degree (e.g., National Merit Scholar)
- Percentage of multilingual students

Outcome Measures for Recruitment and Admissions				
Outcome Measure	Target	Year 1	Year 2	Year 3
1. Average UG GPA of enrolled MPH students by Calendar Year	3.0	2020 (28)* 3.41	2021 (54)* 3.44	2022 (91)* 3.41
2. Enroll new MPH students for the distance education option (start Fall 2021) (FA-SP-SU)	Y1 59 Y2 105 Y3 120	2021-22 44	2022-23 56	2023-24 In progress
3. Enroll new PhD students	Y1 6 Y2 10 Y3 13	2020-21 8	2021-22 6	2022-23 6
4. Enroll new BSPH students	Y1 20 Y2 35 Y3 60	2022-23 26	2023-24 36	2024-25 TBD

*Includes all UG GPAs, a student may have more than 1 Year 1, 2, and 3 are designated based on what is relevant to each degree level.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- Programs attract well-prepared applicants.
- Growth is steady.
- BSPH enrollment exceeds projections.
- For undergraduates, university and CEHHS professional recruiters, are including a focus on recruiting underrepresented students.

Weaknesses

- Actuals are below targets for distance MPH. This was not particularly surprising as the lag in getting changes to the Graduate Catalog make the information accessible only in the first year of the program. Recruiting was conducted on the website, during conferences, meetings, and networking.
- Below target for 3rd year of PhD.

- No budget for recruiting
- The program does not utilize SOPHAS due to financial constraints.

Plan

- Develop a PhD student recruiting plan with an associated budget.

H5. Publication of Educational Offerings

Catalogs and bulletins used by the program to describe its educational offerings must be publicly available and must accurately describe its academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment literature and other supporting material, in whatever medium it is presented, must contain accurate information.

- 1) Provide direct links to information and descriptions of all degree programs and concentrations in the unit of accreditation. The information must describe all of the following: academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements.

Department of Public Health Degree Programs and Concentrations

Degree Program	Concentration	Website Link
Bachelor of Science in Public Health (BSPH)	Population Health Sciences	https://publichealth.utk.edu/undergraduate-programs/bs_public_health/ https://publichealth.utk.edu/welcome-prospect/ Facebook: https://www.facebook.com/utkpubh Instagram: https://www.instagram.com/utkpubh/
Five year Accelerated/Combined BSPH-MPH	Population Health Sciences and any MPH concentration	https://catalog.utk.edu/preview_program.php?catoid=43&poid=29573
Five year Accelerated/Combined BS or BA and public health minor - MPH	Any undergrad major with public health minor and any MPH concentration	https://catalog.utk.edu/preview_program.php?catoid=43&poid=25951
Campus-Based Master of Public Health (MPH)		https://publichealth.utk.edu/degree-programs/mph/ https://publichealth.utk.edu/welcome-prospect/ Facebook: https://www.facebook.com/utkpubh Instagram: https://www.instagram.com/utkpubh/
	Community Health Education (CHE)	https://publichealth.utk.edu/degree-programs/mph/che-2/
	Epidemiology (EPI)	https://publichealth.utk.edu/degree-programs/mph/epi/
	Health Policy and Management (HPM)	https://publichealth.utk.edu/degree-programs/mph/hpm/

	Nutrition (NUTR)	https://publichealth.utk.edu/mpn-nutr/
	Veterinary Public Health (VPH)	https://publichealth.utk.edu/degree-programs/mpn/vph/
Online Master of Public Health (MPH)		https://onlinemph.publichealth.utk.edu/ https://volsonline.utk.edu/ https://publichealth.utk.edu/welcome-prospect/ Facebook: https://www.facebook.com/utkpubh Instagram: https://www.instagram.com/utkpubh/
	Community Health Education (CHE)	https://onlinemph.publichealth.utk.edu/community-health-education/
	Health Policy and Management (HPM)	https://onlinemph.publichealth.utk.edu/health-policy-and-management/
	Veterinary Public Health (VPH)	https://onlinemph.publichealth.utk.edu/veterinary-public-health/
Master of Science-Nutrition/Master of Public Health (MS/MPH)		https://nutrition.utk.edu/master-of-science-nutrition-master-of-public-health-ms-mpn/ https://publichealth.utk.edu/degree-programs/dual/
Doctor of Veterinary Medicine/Master of Public Health (DVM/MPH)		https://publichealth.utk.edu/degree-programs/dual/ https://vetmed.tennessee.edu/admissions/dvm-dual-degrees/
Doctor of Philosophy in Public Health Sciences (PhD)		https://publichealth.utk.edu/degree-programs/phd/

Policies and Procedures

Academic Calendar	https://publichealth.utk.edu/current-students/links/ https://registrar.utk.edu/calendar/academic-calendars/
Admission Policies	https://publichealth.utk.edu/apply/ https://admissions.utk.edu/ https://gradschool.utk.edu/admissions/
Degree Completion Requirements	Undergraduate Catalog: https://catalog.utk.edu/preview_program.php?catoid=43&poid=26059 Graduate Student Handbook: https://publichealth.utk.edu/current-students/forms_docs/

	<p>Graduate Catalog: https://catalog.utk.edu/index.php</p>
Grading Policies	<p>Undergraduate Catalog: https://catalog.utk.edu/index.php?catoid=43</p> <p>Academic Policies and Requirements for Undergraduate Students: https://catalog.utk.edu/content.php?catoid=34&navoid=4710</p> <p>Graduate Catalog: https://catalog.utk.edu/index.php</p> <p>Academic Policies and Requirements for Graduate Students: https://catalog.utk.edu/content.php?catoid=35&navoid=4802</p>
Academic Integrity Standards	<p>Undergraduate Catalog: https://catalog.utk.edu/index.php?catoid=43</p> <p>Academic Policies and Requirements for Undergraduate Students: https://catalog.utk.edu/content.php?catoid=34&navoid=4710</p> <p>Graduate Catalog: https://catalog.utk.edu/index.php</p> <p>Academic Policies and Requirements for Graduate Students: https://catalog.utk.edu/content.php?catoid=35&navoid=4802</p>