

Criterion X.B

For purposes of seeking accreditation by CEPH, the school shall conduct an analytical self-evaluation and prepare a self-study document that responds to all criteria in this manual.

Expected Documentation

1. Provision of all documentation specified as being expected.
2. Description of the process used for the self-study.
3. An analysis of the school's responses to recommendations in the last accreditation report, if any.
4. Summary statement of the school's strengths and weaknesses in regard to each accreditation criterion and to the school's performance overall. (This statement may be organized as an executive summary, if the school so chooses.)
5. Assessment of the extent to which this criterion is met.

Criterion X.B – Self-Study Process

1. Documentation

All documentation requested by CEPH is provided in either the main self study document or the appendices.

2. Self-Study Process

The self-study for reaccreditation began more than a year before the self-study report was due, with a listing of all tasks related to conducting the self-study and producing the report. This list was reviewed by the Executive Committee, which then assigned teams to each task, and identified the individual responsible for overseeing and completing that task (see Appendix X.B.1). Through the various teams, virtually every faculty member in the school and many staff and students participated in the self-study. In addition, a team of faculty and students developed, administered and analyzed surveys of all current students in the spring of 1998 and all alumni who have graduated since spring 1991. Drafts of the self-study document were posted electronically, and provisions were made for comments. Drafts were reviewed by the Executive Committee during several retreats and regularly scheduled meetings, and the assessment of the extent to which each criterion was met was made by that committee.

3. Responses to Last Accreditation Report

Schoolwide Issues:

1. Dramatic growth of the school and strain on resources.

Since the last reaccreditation, several steps have been taken to address this concern. First, a cap was placed on enrollment, and enrollment was tied to student/faculty ratio so that enrollment cannot be increased without increasing faculty. Second, space shortages have been addressed in the short term through rental space for some of the research programs. The University has made a dramatic commitment to the long-term solution of the space shortage by assigning the school eight floors (127,000 square feet) in a recently acquired building at 1601 West Taylor Street. This, in conjunction with retaining some of our existing space (namely portions of the SPH-W building), provides the opportunity for the school to strategically locate its research and academic programs with growth potential built in. This space is currently being renovated, and four of the eight floors will be ready for occupancy in the late Spring of 1999. The expectation is that the move to the other four floors can be completed in the year 2000.

2. Class sizes.

Some core classes were noted to be excessively large due to the rapid growth in enrollment. Several steps were taken to address this issue. First, we have limited the number of credit non-degree students in the school. Second, we alerted those units outside the school that require our courses to keep us informed about the numbers of students who will be enrolling in SPH courses. We have received better cooperation on this issue and are better able to plan for these additional students. Third, classroom sections have been added to reduce class sizes. Finally, with the development of the

online versions of the core classes, there is the possibility that students in our regular degree programs, as well as students who wish to pursue the Public Health Certificate program (under consideration by our Committee on Educational Programs), can enroll in these thus further reducing the “in-class” size.

3. Faculty load.

This issue is being addressed from several fronts. First, as presented in the response to Criterion IV.2, we have defined three faculty groups (A, B, and C) (See Tables VIII.A.1 and VIII.C.1). This differs considerably from the previous reaccreditation self-study report which combined state-funded, research and administration into the faculty count. Second, over the last four years, 15 new state-funded faculty have been hired. Even after adjusting for the attrition that occurred in that time period (due to deaths, resignations and retirements) we have demonstrated a net gain in the faculty. In addition, we are recruiting 3 new faculty members, a biostatistician, an EOHS Division Director, an EOHS faculty member with expertise in environmental toxicology. Third, we are somewhat puzzled by the comments from the previous site visit. Student (headcount)/faculty (FTE) ratio at the previous site visit was 3.2 which is less than half of what it is now (See Table IV.2). We believe the comments from the prior reaccreditation reflect the former uneven distribution and enforcement of faculty responsibilities rather than an across the board excess burden. Since the prior review, faculty responsibilities (including teaching loads, research expectations, and community service expectations) have been clarified and standardized and faculty are being held to a set of expectations so that the load is distributed more equally.

4. Credit non-degree students.

The concern that credit non-degree students could overwhelm the regularly admitted students in terms of the proportion they represent in a class, while creating unrealistic expectations for some of these students, was noted. In 1995, the number of these students was cut drastically. Each application for credit non-degree is reviewed for appropriateness and only 12 credit hours may be transferred if the student is later admitted to a degree program. These steps have changed the size and nature of the credit non-degree program, in response to the concerns raised by the prior self-study.

5. Building access for handicapped students.

The lack of building access for handicapped students was noted. The West building (2121 West Taylor) has undergone several modifications to accommodate these students. First, an automatic entry door was installed. Second doors to all washrooms were widened and last all washrooms were outfitted to provide facilities for handicapped individuals. The East building (2035 W. Taylor) has had a wheelchair accessible ramp added to the back of the building. Plans to install an elevator in that building were postponed when it became clear that we would be relocating to a new building. A small meeting room has been provided on the first floor so that faculty with offices on the second and third floors can meet with students who cannot climb stairs. The classrooms in that building are all located on the first floor. For the new building, engineers are currently studying the facility and assessing its compliance with the Americans with

Disability Act. All corrections and appropriate accommodations will be in place before occupancy by the school.

6. Locus of responsibility for evaluation.

This lack expressed in the prior reaccreditation report has been remedied through three actions: 1) the creation of an evaluation committee (as described in the response to Criterion IX.A.1), 2) the assignment to the Executive Committee of the responsibility of reviewing the strategic plan periodically to assess the school's progress, and 3) the creation of the Administrative Council of the school's executive officers (the Dean and the Associate Deans) to weekly review the implementation of policies developed by the Executive Committee.

7. Student involvement.

The prior reaccreditation report expressed concern with the "lack of student involvement at the program level". Since that report, the Associate Dean for Student Affairs and the Division Directors have worked to build student participation. The students have been quite active for the last several years in the student organizations and on schoolwide committees (See Criterion III response for student representation on standing committees). Students participated in the Strategic Planning process and there is student representation on the Evaluation Committee. It should be noted that given the school's status as one department with 4 divisions and the fact that there are very few divisional committees in existence, the emphasis has been on student involvement at the school level. The Division Directors are committed to evaluating whether and how student involvement at the division level (e.g. with respect to curriculum) can be facilitated.

Divisional Issues:

- **Community Health Sciences**

The report from the previous site visit commented on the weakness of the international health curriculum (**only two courses offered**). The school's strategic plan identified 5 substantive priorities which are in concert with the school's mission and vision (See response to Criterion I). International health is not one of those so identified. The rationale for this decision stems primarily from the school's location in the Midwest, where few other Schools of Public Health are located, and where the regional needs are many and from the fact that the University of Illinois is a land-grant state-funded university. Thus curriculum changes have not been made. However, it should be noted that many faculty (including some adjunct faculty) in this division (and throughout the school) have research activities in the international arena (primarily in countries which have large populations in Chicago (e.g. Mexico and Eastern European countries)) and have expressed interest in providing additional international health experience (both through coursework and research activities) for the students.

Second, the report identified that **faculty, classroom, and student study space is severely constrained**. As addressed above (item 1 of schoolwide issues), space issues

are being resolved with the addition of the new building. Due to this severe space shortage, the CHS division will be among the first groups to move.

Third, the report identified that faculty reported **faculty loads are excessive**. As indicated above (item 3 of schoolwide issues) faculty load problems have been addressed at the school level. In addition to that, however, it is important to note that the CHS division has received 5 new state-funded faculty lines since the last reaccreditation site visit. This has greatly enhanced the faculty complement and helped reduce the faculty load.

Finally, with respect to the concern regarding the amount of state funds supporting this division. The state provides the same level of administrative support to each division and thus CHS has the same level as that provided for the other divisions. As to the issue regarding state funds for faculty, most of the faculty in CHS are fully state funded. However, several faculty are supported by the Maternal and Child Health Training grant. This important training grant is self supporting and the faculty involved receive varying amounts of state support.

- **Environmental and Occupational Health Sciences**

Need for better representation outside the school to develop and maintain good political contacts for effective lobbying and tracking of legislation pertinent to this program area.

- a) Dr. Daniel Hryhorczuk has assumed the position of President of the Association of University Programs in Occupational Health and Safety and is considered the key person nationally responsible for persuading NIOSH to move the NIOSH Education Centers' mission beyond training to include research and to prevent budget cuts to the centers.
- b) The Dean's office reorganization has created a new position of Associate Dean for Community, Governmental and Alumni Affairs.
- c) Dean Scrimshaw has developed a network of city, county, state and national health officials and has increased the school's presence at these levels. This in conjunction with her rise to a position of national leadership for the Association of Schools of Public Health has significantly increased effective lobbying for Schools of Public Health in general as well as our own.

There is a need to develop contacts at the local level to foster joint projects and provide student research and field placement.

- a) The division has expanded its adjunct appointments to include scientists from the USEPA's regional office.
- b) The division provides faculty and students to collaborate on Health Hazard Evaluations with the Illinois Department of Public Health. Recent examples include an evaluation of air quality in two public schools, and an evaluation of bioaerosol emissions from a municipal compost facility.

- c) Dr. Scheff has a 20% time Intergovernmental Personnel Agreement with the USEPA to assist regional scientists on air quality management issues.

There is no continuing support for laboratory equipment and maintenance.

- a) Significant new dollars have been added to the division's budget for laboratory support. This includes a new, fully funded position of Laboratory Manager, recurring funds to support work in our Environmental Chemistry Laboratory, and recurring funds for chemicals and supplies to support the academic laboratory courses.
 - b) We have successfully recruited a new Laboratory Manager with substantial experience in analytical chemistry and laboratory management.
 - c) We have developed new laboratories to support work in Environmental Chemistry and Bioaerosols.
 - d) We continue to add significant new equipment to the division's laboratories including a High Pressure Liquid Chromatograph, a gas chromatograph/mas spectrometer, and a Flame Ionization/Photo Ionization survey meter.
 - e) Capital requests have been made at the campus level for both fiscal years 1999 and 2000 to update laboratories. The Provost is committed to these efforts.
- **Epidemiology and Biostatistics**

Faculty decision not to offer an MPH in Biostatistics

After reviewing the last reaccreditation report, evaluating the Biostatistics program in other Schools of Public Health, and undergoing an external review, the Biostatistics faculty have developed an MPH degree program (See Appendix V.A.1.1). This degree program is under review by the Committee on Educational Programs and implementation is planned for Fall 2000.

Faculty expertise in epidemiologic methodology remains a deficiency

Several of our faculty have formed a curriculum committee to rework the epidemiology methods core sequence of classes over the last two years. The teaching of the intermediate and advanced methods classes has been shared by Drs. Furner, Goldberg, Grant (an adjunct faculty) and Levy all of whom have extensive experience in analysis of epidemiologic data. Dr. Levy, who was recently nominated as a Fellow of the American Statistical Association and Dr. Goldberg, who was nominated as a Fellow of the American College of Epidemiology, have shown much of the leadership required for the development of these revised intermediate and advanced classes. The synergy between the biostatistics and epidemiology faculty provides an avenue for adding strength to the epidemiology methods focus. We have recently hired a biostatistician at the Assistant Professor level who has extensive experience in the analysis of epidemiologic data. We

expect that the methods research directly relevant to epidemiology which is being conducted by the biostatistics faculty will increase over time.

The majority of research funding is attributed to two individuals within the program area.

While Dr. Wiebel continues to have a large research program, every faculty member now participates actively in research or service grants and contracts. All of the core epidemiology faculty and one of the biostatistics faculty are (or have been in the last three years) principal investigators on research or training grants and all of the biostatistics faculty have multiple research collaborations on grants and contracts. As such, the grant activity of the division has matured considerably.

- **Health Policy and Administration**

The previous reaccreditation report discussed the connections with the Health Services Research Center and the Midwest Training Center. It should be noted that since the last site visit, the Health Services Research Center activities have become part of the Health Research and Policy Centers (HRPCs) and the Midwest Training Center has become part of the Great Lakes Center (GLC) (See Criterion II.B).

The previous reaccreditation report made positive comments on the dental public health program. Since that time, more than half of the faculty participants have left the school and the university (mostly due to retirements). Those current SPH faculty involved in this program are not tenured nor on the tenure track and thus are not appropriate or eligible to direct this program. For these reasons, the school did not submit for reaccreditation of this program and as of Fall, 1998 we have discontinued this program.

Finally, since the last reaccreditation, the HPA division (formerly known as the Health Resources Management division) has made considerable progress in expanding its research funding and publications output. The division has added 8 new faculty (5.5 FTE) with the majority of this growth focused on the addition of research active faculty. Only one FTE faculty was lost to attrition in this period. The gap between head count and FTE new faculty reflects a conscious effort to appoint faculty collaboratively with other relevant university units and other institutions (e.g., UIC College of Medicine, University of Illinois Institute of Government and Public Affairs, the Veteran's Administration Health Services Research and Development Center, and the Illinois Department of Public Health). Thus a significant portion of HPA's growth in research and scholarship in recent years is a consequence of such collaborative work, including that of faculty present before 1992 who have successfully renewed their efforts.

- **Behavioral Sciences**

The previous reaccreditation site visit report commented "There remains some uncertainty about where to fit the behavioral sciences, a problem not at all unique to this school. It is likely that the school will eventually achieve integration of the behavioral sciences into the school's overall educational efforts." The school has worked to ensure that behavioral sciences are integrated into the overall educational efforts. All MPH

students are required to take the 2 semester hour course in the behavioral sciences (IPHS401-Behavioral Sciences in Public Health). One reflection of the school's success in integrating the behavioral sciences into diverse divisions is that this required course is taught by three HPA faculty (all sociologists), although the preponderance of behavioral science related coursework in categorical areas such as health promotion, gerontology, mental health, etc., is in CHS. In addition to IPHS401, many of the courses in the school have behavioral sciences as the basis of the course content. In particular, the behavioral sciences, including theories of behavior change, are fundamental to the Health Education/Health Promotion track in CHS. The curriculum in the Maternal and Child Health and Gerontology tracks in CHS also include considerable emphasis in the behavioral sciences. While the behavioral sciences are central to CHS, curricula in HPA, including human resource management, and organizational theory and change, and to some degree, Epidemiology, through courses such as Epidemiology of Violence, and the Epidemiology of HIV/AIDS, include behavioral science content. Finally, many of the faculty in the school come from disciplines reflecting the behavioral sciences including, psychology, sociology, nursing, education, anthropology, public health and social work.

4. Summary Statement

The strategic planning process carried out in 1994-96, the arrival of a new Dean, and the self-study process for reaccreditation have all combined to help the school identify areas of strength, of weakness and of potential for growth. Both the strategic planning and the self study involved faculty, staff, students, alumni and external stakeholders. The school has benefited greatly from these planning efforts, and will continue to benefit as the re-accreditation process continues. Below, we summarize our strengths and weaknesses for each of the ten criteria. Overall, our assessment is that the School is a strong, highly respected presence in the University and in the community, we have a highly productive faculty in terms of teaching, service and research, we have an academically strong and ethnically diverse student body, we are in a dynamic setting in which to carry out our mission, and we enjoy strong institutional support and adequate resources.

Criterion I: Mission, Goals and Objectives

Strength:

- The school has a broad public health mission which it interprets in a manner appropriate to its position in a land-grant state institution in a large urban area of the mid-west. In culturally diverse Chicago, the school has taken a national leadership position in community based research, service and training, and in prevention. A strategic planning process which bridged a transition in leadership allowed the current Dean to work with the faculty, students, staff and community in planning and implementing the next stage in the school's development.

Weakness:

- There are no weaknesses regarding mission, goals and objectives.

Criterion II: Organizational Setting

Strength:

- The organizational setting of the school provides excellent support for fulfilling the mission and vision. The school is one of 15 colleges in a major Research I university. The school is one of an unusually large and complete number of health sciences colleges (public health, medicine, nursing, health and human development sciences, dentistry, and pharmacy) providing a rich interdisciplinary context for teaching, research and service. Ties with other colleges such as liberal arts and sciences and social work further enrich the environment. The Chicago setting provides opportunities to work with a wide variety of cultures in an urban environment, as well as in near-by rural settings. The school is fortunate to have strong, interdisciplinary research centers to maximize success within these contexts.

Weakness:

- The University has some cumbersome data systems. Both internal school and campus data systems are inadequate for tracking our students and our faculty productivity. This weakness was identified several years ago, but funds to correct it were only just allocated (as of FY 1999). We have already begun hiring the staff who will correct this weakness.

Criterion III: Governance

Strength:

- The University has a policy of shared governance. The school has strong, conscientious and committed leadership at many levels for its governance.

Weakness:

- There are no weaknesses in the area of governance.

Criterion IV: Resources

Strengths:

- The University leadership is extremely supportive of the school, and has repeatedly demonstrated that support through the provision of new resources.
- The school is fortunate to have a strong level of state funding for faculty positions and many operating costs. The current space shortages are being dramatically addressed by the provision of eight floors in a new, more centrally located building.

Weakness:

- Current space is inadequate. Although space has been allocated in a new building, it will take several years to move entirely into that space.

Criterion V: Instructional Programs**Strengths:**

- We have been fortunate to hire 15 faculty during the past four years to strengthen our already strong instructional programs. The new hires have enabled us to expand in key areas such as gerontology and health promotion. Our programs include the MPH, DrPH, MS, and PhD, this providing a wide range of options. We have extended our MPH program to the Rockford area, this broadening our availability to medical students and health professionals in the northwestern portion of the state.
- Through our strategic planning, we identified the need to strengthen the Environmental and Occupational Health Sciences program. An external site visit team helped us to assess the steps needed, and the revamping of this program is well under way with two external faculty searches (one for a new Division Director) under way, and support from the administration for two additional faculty and funding for new laboratory equipment and laboratory improvements.

Weaknesses:

- In the course of preparing for this self-study we recognized the need to offer an MPH in Biostatistics. The faculty has now voted to offer such a program, which will be fully implemented in the Fall of the year 2000.
- Also in the course of preparing for this self-study we recognized that students pursuing an MS degree in Epidemiology had no specific requirements in other public health disciplines. The faculty has voted to alter the curriculum beginning Fall 1999, so that students will be required to take one course outside of the division.

Criterion VI: Research**Strength:**

- We have been first in per capita research funding for our campus for the last six years. Our research program is particularly strong in community based prevention research, and in epidemiology. Our Prevention Center spun off four additional centers last year, to create of cluster of centers covering the range from basic research to policy applications. Our Community Outreach and Intervention Project (COIP) field stations and mobile van provide a unique combination of long term research and service sites. Students are heavily involved in our research activities.

Weakness:

- We identified the need to better support grant preparation. We have responded by strengthening our research centers to allow them to better support proposal development, and have added a staff member to the office of the Associate Dean for Finance and Resource Planning to assist faculty who do not put their grants through centers.

Criterion VII: Service**Strength:**

- As a state school, we take pride in our service record, and are a frequent partner with community groups, the city, counties and state in research/service projects. We frequently partner with health agencies on video conferencing, in particular, assisting them to reach minority and underserved communities (e.g. rural local health departments).

Weakness:

- Because the University is not funded to provide direct service, we must partner with state and local agencies or otherwise seek funding for service provision which goes beyond the scope of our funded research projects. We have been largely successful in doing this.

Criterion VIII: Faculty**Strengths:**

- Most of our tenured faculty have state funded positions. Our new faculty have added to our cultural diversity and have strengthened us in several key areas. They are also helping us make the transition to an even greater emphasis on research. Our faculty have had the distinction during many years of having the highest research funding per capita on campus.
- Our aggressive search for minority and women faculty has been highly successful. Out of 15 new faculty hired in the last four years, 8 are women, 4 are African American, 3 are Asian, and one is Latino.

Weakness:

- Our minority faculty is clustered in the junior faculty ranks. This is the natural result of the fact that many are recent hires, and thus are entering the “pipeline”. We plan to continue our strong efforts to recruit minority faculty, and to mentor and support all junior faculty so that, ultimately, minority faculty will be adequately represented in all ranks.

Criterion IX: Students

Strengths:

- Our student body is continuing to improve in quality as measured by GREs and GPAs.
- We have one of only two currently funded HCOP programs in a school of public health. Our student diversity continues to increase. Our student diversity is the greatest among the professional school on campus. We provide strong recruitment and retention programs. Our school is among the leaders in schools of Public Health in the production of minority doctoral graduates.
- Tuition is low. Also, many students are hired as research assistants or teaching assistants and thus qualify for a tuition waiver.

Weakness:

- Although tuition is low and tuition waivers are generous, we would like to be able to help more of our students. We are actively fund raising for student scholarships, and have started a student travel fund to enable students to attend scientific meetings where they are presenting papers.

Criterion X: Evaluation and Planning

Strengths:

- The School has many mechanisms for planning and evaluation, ranging from course planning and evaluation to planning and evaluation at the Division and School level.
- The School completed a comprehensive strategic planning effort in 1996, which involved the entire school and many external stakeholders. Virtually all of the recommendations from that process have been implemented or are in the process of being implemented

Weakness:

- We did not identify any weaknesses in the areas of evaluation and planning.

5. Assessment

This criterion is met. The University of Illinois at Chicago has completed a comprehensive and inclusive self-study. We have addressed problems identified by the prior self-study, and some identified in the course of the current self-study. The self-study involved faculty, staff, students, alumni and community members.