

4.0 Faculty, Staff and Students

4.1 Faculty Qualifications

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

Required Documentation:

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- a. A table showing primary faculty who support the degree programs offered by the school. It should present data effective at the beginning of the academic year in which the self-study is submitted to CEPH and should be updated at the beginning of the site visit. This information must be presented in table format, organized by department, specialty area or other organizational unit as appropriate to the school and must include at least the following: a) name, b) title/academic rank, c) FTE or % time, d) tenure status or classification*, e) gender, f) race, g) graduate degrees earned, h) discipline in which degrees were earned, i) institution from which degrees were earned, j) current teaching areas, k) current research interests, and l) current and past public health practice activities. *Note: classification refers to alternative appointment categories that may be used at the institution.
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To achieve its mission, the Rollins School of Public Health requires a highly qualified and diverse faculty, built by recruiting and retaining nationally and internationally known scholars, teachers and practitioners, and by creating an environment that supports excellence in instruction, research and service. Two indications of the high quality of the RSPH faculty are the appointments of eleven Institute of Medicine, National Academy of Sciences members (five RSPH faculty members, five jointly-appointed faculty members, and one emeritus faculty member) and the presence of two faculty members who hold Woodruff Chairs, Emory University's highest faculty honor.

Faculty Classification and Titles

Tenured faculty members have *continuous* appointments at Emory University, renewable unless there is cause for dismissal. Faculty members without tenure are on *limited* appointments, annually renewable by the dean or designate. Tenure is conferred by the Emory University Board of Trustees with the recommendation of the dean, executive vice president for health affairs, provost and president. Further details are included in the RSPH Appointment, Promotion and Tenure Guidelines <http://www.sph.emory.edu/cms/about/documents/2011%20RSPH%20APT%20Guidelines.pdf> and the Emory University Faculty Handbook http://www.emory.edu/PROVOST/documents/facultydevelopment/Faculty_Handbook.pdf.

Faculty may be appointed in the tenure track at ranks of *instructor*, *assistant professor*, *associate professor* and *professor*. Appointments in non-tenure track lines include the research track (in which the faculty is primarily engaged in research activity) or clinical track (in which the faculty is primarily engaged in teaching or public health practice). Ranks in each track include *instructor*, *assistant professor*, *associate professor* and *professor*. Adjunct faculty appointments are recommended by departments to the dean for professionals who contribute to the school's mission but who are not otherwise appointed to a faculty position at Emory University. Joint or secondary faculty appointments are given to faculty in other Emory University schools who contribute to the mission of the Rollins

School of Public Health. Affiliated faculty are appointed to centers or units because they contribute to the mission of those particular programs.

Definition of Core Faculty

The RSPH defines a *core* faculty member (tenure-track or nontenure-track) as a member who has a primary appointment of 0.8 FTE or greater in the RSPH and supports the teaching program (i.e., those who teach, as well as those who mentor students or who provide academic advisement to students about thesis, SSP, directed studies, dissertation, or practicum). Full-time faculty appointed to tenure-track positions are expected to participate in the school's degree programs, conduct sponsored research and participate in professional and public health service activities.

Faculty FTEs are attributed to the departments in which they hold a primary appointment. The Career MPH (CMPH) program draws on the faculty resources throughout the school, so the FTE of core faculty teaching for the CMPH program have been included in the department to which they are appointed. (For specific calculations on CMPH faculty, see Criteria 2.12)

Table 4.1a, which follows, includes the list of all core faculty supporting the instructional programs as of November 1, 2010. It should be noted that FTE of faculty listed in this table are the FTE assigned in the human resources database (and include two faculty who support the research program, but not the instructional program), so the FTE totals here will be slightly different than in Table 1.6e, where FTE of Core faculty 0.80 FTE or more were counted as 1.00 FTE and research faculty were not included.

Table 4.1a: Faculty who Support Degree Offerings of the School as of November 2011 (CORE FACULTY)

Gray shaded rows indicate faculty who supported the research program, but not the instructional program in 2010-2011.

Behavioral Sciences and Health Education (BSHE) Department										
Name	Title/ Academic Rank	Tenure status or class- ification	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
Alperin, Melissa	Senior Associate	Non- tenure- track	1.00	F	WHITE	MPH	Emory University	Health Promotion and Education	Technology Tools; Questionnaire Design and Analysis; Health Education & Computers	Training; Workforce Development
Berg, Carla Jean	Asst Professor	Tenure	1.00	F	WHITE	PhD MA	University of Kansas; University of Kansas	Clinical Psychology; Clinical Psychology	Chronic Diseases; Health Psychology	Public Health; Cancer Prevention; Health Disparities; Multiple Health Risk Behavior; Tobacco Control; Young Adults and Adolescents; Positive Psychology
Blais, Linelle Marie	Assoc Research Prof	Non- tenure- track	1.00	F	WHITE	PhD	University of Rhode Island	Psychology	Training; Technical Assistance	Public health; Organizational Development; Program Development; Evaluation
Chae, Hui Woong David	Asst Professor	Tenure	1.00	M	ASIAN	ScD MA	Harvard University; Columbia University	Social Epidemiology; Psychology	Behavioral Research Methods; Race and Health	Behavior and Health; Disease Surveillance; Health Outcomes; Mental Health; Cardiovascular Disease
Cooper, Hannah L.F.	Asst Professor	Tenure	1.00	F	WHITE	ScD SM	Harvard SPH; Harvard SPH	Health and Social Behavior; Health and Social Behavior	Macrosocial Determinants of Health; Qualitative Research Methods	Addiction/Drug Abuse Prevention; Behavior and Health; HIV/AIDS

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DePadilla, Lara Mireille	Asst Research Prof	Non- tenure- track	1.00	F	HISPANIC	PhD MS	Emory University; Georgia State University	Behavioral Sciences and Health Education; Biostatistics	Quantitative Analysis	HIV/AIDS; Sexual Behavior; Statistical Modeling
Diclemente, Ralph Joseph	Professor	Tenure	1.00	M	WHITE	PhD ScM	University of California, San Francisco; Harvard University	Health Psychology; Behavioral Sciences	Adolescent Health Promotion; Grantwriting/ Research Ethics; Approaches to Health Promotion	HIV/STD Prevention; Adolescents and HIV
Dilorio, Colleen Ann	Professor	Tenure	1.00	F	WHITE	PhD MS	New York University; New York University	Nursing; Nursing	Behavioral Research; Measurement; Health Behavior Theory; Program Planning; Research Design	Health Promotion; Health Behavior; Behavioral Change: adherence/self- management and HIV prevention
Dunkle, Kristin	Asst Professor	Tenure	1.00	F	WHITE	PhD MPH	University of Michigan; University of Michigan	Epidemiological Science; International Health	Sexual Health in Global and Social Context; HIV/AIDS; AIDS Public Health Implications	Behavior and Health; Global Health; HIV/AIDS; Maternal and Child Health; Sexual Behavior
Elifson, Kirk W.	Research Professor	Non- tenure- track	1.00	M	WHITE	PhD MA	Vanderbilt University; Vanderbilt University	Sociology; Sociology	Qualitative Research Methods; Multivariate Data Analysis; Research methodology; Statistics	Religion; Deviance; AIDS/HIV; Social Behavior; Quantitative Studies

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Escoffery, Ngoc-Cam T	Asst Professor	Tenure	1.00	F	ASIAN	PhD MPH	University of Georgia; Emory University	Health Promotion & Behavior; Health Promotion and Education	Behavioral Sciences and Health Education Theories; Community Needs Assessment; Research Design and Grant Preparation; Program Planning	Cancer Prevention; Evaluation; Health Promotion; Smoking Prevention/Cessati on
Hagen, Kimberly	Senior Associate	Non- tenure- track	1.00	F	WHITE	EdD MEd	University of Georgia; University of Georgia	Adult Education; Adult Education	Curriculum and Instruction in Health Education; Evaluation	HIV/AIDS
Jacob Arriola, Kimberly R.	Assoc Professor	Tenure	1.00	F	BLACK	PhD MPH MA	North- eastern University; Emory University; North- eastern University	Social Psychology; Epidemiology; Social Psychology	Behavioral Research Methods; Health Promotion Interventions	Organ and tissue donation; program evaluation; breast cancer education and screening
Kegler, Michelle Crozier	Assoc Professor	Tenure	1.00	F	WHITE	DrPh MPH	University of North Carolina; University of Michigan	Health Behavior & Health Education; Health Behavior & Health Education	Health Promotion Interventions; Evaluation; Community Needs Assessment	Cancer Prevention; Community Based Research; Evaluation; Health Promotion; Obesity Prevention; Smoking Prevention/ Cessation

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Lang, Delia Lucia	Research Assoc Prof	Non- tenure- track	1.00	F	WHITE	PhD MPH MA	Loma Linda University; Loma Linda University; California State University, San Bernadino	Clinical Psychology; Biostatistics; General Experimental Psychology	Survey Methods; Grant Writing; Quantitative Analysis; Theory in Behavioral Science; Research Methods in Behavioral Science	STI/HIV prevention; Adolescent/Wome n's Health; Gender Based Violence; International Research
Levinson, Richard M	Exec Assoc Dean, Professor	Tenure	1.00	M	WHITE	PhD MA	University of Wisconsin; University of Wisconsin	Sociology; Sociology	Social Behavior in Public Health	Social determinants of health risk behavior; access to and utilization of health services
Miner, Kathleen Rae	Assoc Dean, Applied Public Health	Tenure	1.00	F	WHITE	PhD MPH MEd	Georgia State University; Emory University; Georgia State University	Educational Leadership; Community Health Education; Science Education	Teaching in Public Health; Health Education Curriculum and Instruction; Introduction to Behavioral Sciences; Research Methods; Evaluation	Public Health Workforce Training/Develop ment; Evaluation; Emergency Preparedness
Morris, Debra Gardner	Senior Associate	Non- tenure- track	1.00	F	BLACK	MPH	Emory University	Behavioral Science & Health Education	Training: Technical Assistance	Public Health Training and Program Development; Health Promotion: Tobacco Prevention and Control; Nutrition and Fitness

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Nehl, Eric	Asst Research Prof	Non- tenure- track	1.00	M	WHITE	PhD MS	Indiana University; Ball State University	Health Behavior; Community Health Education	Theory in Behavioral Sciences and Health Education	HIV/STIs
Salazar, Laura F	Asst Research Prof	Non- tenure- track	1.00	F	HISPANIC	PhD MA	Georgia State University; Georgia State University	Community Psychology; Community Psychology	Behavioral Science in Public Health; Theories of Behavioral Science and Health Education; Applied Research Methods	STD/HIV Prevention and Control; Adolescent Health; Violence Against Women; Program Evaluation
Sales, Jessica A.	Asst Research Prof	Non- tenure- track	1.00	F	WHITE	PhD MA	Emory University; Emory University	Cognitive and Developmental Psychology; Cognitive and Developmental Psychology	Evaluation; Adolescent Health/Child Health	STD/HIV Prevention; Sexual Behavior; Gender- based Violence; Adolescent Health/Child Health
Sterk, Claire Elizabeth	Sr Vice Provost, Acad Affairs	Tenure track	1.00	F	WHITE	PhD PhD	Univ of Rotterdam/ City U of New York; University of Utrecht	Sociology; Medical Anthropology	Substance Abuse; Qualitative Research Methods	Addiction/mental health; HIV/AIDS, Women's issues; Health disparities; Community-based behavioral interventions
Surbey, Paul Dean	Exec Assoc Dean, Fin & Admin	Non- tenure- track	1.00	M	WHITE	MA MBA	University of Minnesota University of Minnesota	Developmental Psychology and Statistics; Management Information Sciences	Financial Management	Administration and financial accounting; operations management
Swan, Deanne	Asst Research Prof	Non- tenure- track	1.00	F	WHITE	PhD MS	Georgia State Univ. Georgia	Educational Policy Studies; Educational	Research Design and Analysis; Quantitative	Child Health and Education; Methodology

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							State Univ.	Psychology	Methods and Analysis	
Talley, Colin L.	Asst Research Prof	Non- tenure- track	1.00	M	WHITE	PhD MA MA	Univ of CA, San Fran; Univ of CA, San Fran; San Diego State Univ	History Health Sciences; History Health Sciences; History	Behavioral Sciences/Public Health; Social Behavior in Public Health; LGBTQ Public Health; History of Public Health	History Health Sciences
Thompson, Nancy J	Assoc Professor	Tenure	1.00	F	WHITE	PhD MPH	Georgia State University; Emory University	Clinical Psychology; Public Health	Behavioral Epidemiology; Theory-driven Research; Mindfulness; Public Mental Health; Teaching in Public Health	Behavior and Health; Mental Health; Mindfulness; Injury and Violence; Faith Based Health
Thompson, Winifred Wilkins	Asst Research Prof	Non- tenure- track	0.96	F	BLACK	PhD MSW	University of South Carolina; University of Georgia	Health Promotion, Education and Behavior; Social Work	Community Needs Assessment; Health Education	Behavior and Health; Cancer Prevention; Community-Based Research; Evaluation; Faith Based Health; Maternal and Child Health; Cardiovascular Disease
Windle, Michael Terrence	Professor And Chair	Tenure	1.00	M	WHITE	PhD MA	Penn State; Southern Illinois University	Human Development and Family Studies; Clinical Psychology	Health Promotion; Proposal Development	Addiction/Drug Abuse Prevention; Adolescent Health/Child Health; Mental

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Name	Title/ Academic Rank	Tenure status or class- ification	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
										Health; Statistical Modeling
Windle, Rebecca Crosley	Senior Associate	Non-tenure-track	0.80	F	WHITE	MSW	State University of New York at Buffalo	Social Work	Alcoholism and mental health	Adolescent Alcohol/Substance Abuse
Wingood, Gina M.	Professor	Tenure	1.00	F	BLACK	ScD MPH	Harvard University; Univ of CA, Berkeley	Health & Social Behavior; Maternal and Child Health	Theory in Behavioral Sciences and Health Education	STD/HIV Prevention for Adolescents and Young Women
Wong, Frank Yuan	Assoc Professor	Tenure	1.00	M	ASIAN	PhD	Texas A&M University	Social Psychology	Global Health Programming; Syndemics; Global Infectious Diseases	Community-Based Research; Global Health HIV/AIDS; Infectious Disease; Sexual Behavior

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Biostatistics and Bioinformatics (BIOS) Department										
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Binongo, Jose Nilo G	Assoc Research Prof	Non- tenure- track	1.00	M	ASIAN	PhD MS MEd	University of Ulster; Sophia University; University of Virginia	Applied Statistics; Mathematics; Curriculum and Instruction	Statistical Methods; Clinical Trials; Applied Biostatistics	Biostatistics; Applications of Statistics to Language and Literature; Statistical Methods for Classification; Clinical Trials; Statistics Education; Statistical Consulting
Bowman, Frederick D.	Assoc Professor	Tenure	1.00	M	BLACK	PhD MS	University of North Carolina, Chapel Hill; University of Michigan	Biostatistics; Biostatistics	Advanced Linear Models; Neuroimaging Statistics; Theory of Linear Models	Addiction/Drug Abuse Prevention; Bioinformatics; Imaging; Mental Health; Statistical Modeling
Carnevale, Claudine	Associate	Non- tenure- track	1.00	F	WHITE	MS	Medical College of VA, VA Common- wealth Univ	Biostatistics	Statistical Methods; Applied Biostatistics; Data Management	Disease Surveillance; Maternal and Child Health; Nutrition; Obesity Prevention; Vaccines
Chen, Zhengjia	Asst Research Prof	Non- tenure- track	1.00	M	ASIAN	PhD	University of Southern California; University of Southern California; Peking University	Biostatistics; Biometry; Biochemistry and Molecular Biology	Clinical Trials	Design of Cancer Clinical Trials; Bayesian Modeling; Genetic Epidemiology; Risk Prediction

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Cotsonis, George Anthony	Senior Associate	Non- tenure- track	1.00	M	WHITE	MA	University of West Florida	Mathematics	Statistical Computing; SAS Statistical Programming	Statistical Consulting; Statistical Computing; Clinical Trials
Easley, Kirk Anthony	Senior Associate	Non- tenure- track	1.00	M	WHITE	MA MS	Louisiana State University; Louisiana State University	Applied Statistics; Renewable Natural Resources	Clinical Trials Methodology; Biostatistical Consulting	Statistical Consulting
Elon, Lisa K	Senior Associate	Non- tenure- track	1.00	F	WHITE	MPH MS	Emory University; North Carolina State Univ.	Biostatistics; Soil Science	Statistical Methods	Health Promotion; Nutrition; Exercise
Guo, Ying	Asst Professor	Tenure	1.00	F	ASIAN	PhD MS	Emory University; Renmin Univ of China	Biostatistics; Statistics	Biostatistics; Neuroimaging Statistics; Logistic Regression; Categorical Data Analysis	Neuroimaging; Assessing agreement/ reliability/ reproducibility; Psychiatry; Mental Health; Women's Health
Haber, Michael J	Professor	Tenure	1.00	M	WHITE	PhD MSc	Hebrew University, Jerusalem; Hebrew University, Jerusalem	Statistics; Statistics	Biostatistics; Survey of Applied Biostatistics; Probability Theory; Statistical Inference; Categorical Data Analysis	Infectious Disease; Statistical Modeling; Vaccines

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Hanfelt, John J.	Assoc Professor	Tenure	1.00	M	WHITE	PhD MS	Johns Hopkins University; George Washington University	Biostatistics; Operations Research	Statistical Inference	Proteomics; Alzheimer's Disease; Statistical Analysis of Sparse Dependent Data; Estimating Functions; Artificial Likelihood theory
Hertzberg, Vicki Stover	Assoc Professor	Tenure	1.00	F	WHITE	PhD	University of Washington, Seattle	Biostatistics	Public Health Informatics	Public Health Informatics; Statistical Applications in Stroke; Clinical Trial Methodology Reproductive Data Analysis; Environmental Statistics; Statistical Genetics
Huang, Yijian	Assoc Professor	Tenure	1.00	M	ASIAN	PhD MS	University of Minnesota; University of Minnesota	Biostatistics; Biostatistics	Survival Analysis; Covariate Measurement Error	Survival Analysis; Covariate Measurement Error; Quantile Regression; Semi and Non-parametric Inferences; Statistical Computing
Johnson, Brent Alan	Asst Professor	Tenure	1.00	M	WHITE	PhD MS	North Carolina State University;	Statistics; Biostatistics	Statistical Inference	Semiparametric Regression in Missing Data Problems; HIV/

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							University of Minnesota			AIDS; Environmental Engineering and Epidemiology; Vaccine Development; Heart Disease
Kelley, Mary Elizabeth	Assoc Research Prof	Non- tenure- track	1.00	F	WHITE	PhD MS	University of Pittsburgh, University of Pittsburg School of Public Health	Biostatistics; Biostatistics	Statistical Computing; Applied Multivariate Analysis	Mental Health
Kilgo, Patrick Donovan	Senior Associate	Non- tenure- track	1.00	M	WHITE	MS	University of Georgia	Statistics	Biostatistical Methods	Clinical trials design; statistical power calculations, data analysis
Kowalski, Jeanne	Assoc Professor	Tenure	1.00	F	WHITE	PhD MA	University of Pittsburgh; University of Pittsburgh	Statistics; Applied Statistics	Cancer statistics	Cancer research; clinical trial study design and analysis; genetic and genomic analyses
Kutner, Michael H	Professor	Tenure	1.00	M	WHITE	PhD MS	Texas A&M University; Virginia Polytechnic Institute and State University	Statistics; Statistics	Statistical Methods; Clinical Trials; Logistic Regression/Survival Analysis	Statistical Education and Consultation; Clinical Trials; Regression Methodology; HIV/AIDS; Statistical Modeling

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Liu, Yuan	Asst Research Prof	Non- tenure- track	1.00	F	ASIAN	PhD MS	USC, Columbia; UNC, Wilmington	Biostatistics; Mathematics	Cancer statistics	Causal inference in hybrid intervention trials; statistical analysis for microarray and other genetic data
Long, Qi	Asst Professor	Tenure	1.00	M	ASIAN	PhD MS	University of Michigan	Biostatistics; Biostatistics	Generalized Linear Models; Advanced Methods for Categorical Data	Statistical Methodology: causal inference, noncompliance, missing & coarsened data, prediction models, issues in clinical trial designs & monitoring, functional data analysis, non/ semiparametric regression methods, Bayesian modeling & prediction methods; Subject- Matter Applications: cancers, mental health, diabetes, renal diseases
Lyles, Robert H.	Assoc Professor	Tenure	1.00	M	WHITE	PhD MS	University of North Carolina, Chapel Hill; University of	Biostatistics; Biostatistics	Applied Linear Models; Statistical Analysis with Missing and Mismeasured Data	Statistical Methods in Environ, HIV, Cancer Epi; Models for Longitudinal Data; Random

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							North Carolina, Chapel Hill			Effects Prediction; Measurement Error & Misclassification Models; Censored Data Problems
Lynn, Michael J	Senior Associate	Non- tenure- track	1.00	M	WHITE	MS	Mississippi State University	Statistics	Biostatistical Methods	Clinical trials; statistical applications in ophthalmic research; statistical computing
Manatunga, Amita K	Professor	Tenure	1.00	F	ASIAN	PhD MA MSc	University of Rochester, New York; University of Rochester, New York; Purdue University	Statistics; Statistics; Mathematical Statistics	Bioinformatics	Survival Analysis; Multivariate Survival Data; Frailty Models; Categorical Data; Inter-rater Agreement Studies; Longitudinal and Survival Models for Exposure Data; Applications in Biomedical Data
Nizam, Azhar	Senior Associate	Non- tenure- track	1.00	M	ASIAN	MS	University of South Carolina	Statistics	Statistical Methods	Statistical Modeling of Infectious Disease Processes
Peng, Limin	Asst Professor	Tenure	1.00	F	ASIAN	PhD MS	University of Wisconsin, Madison; University of Science and	Statistics; Probability Theory and Mathematics Statistics	Probability Theory; Survival Analysis Methods	Survival Analysis; Semi/Competing Risks Problems

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							Technology of China			
Qin, Zhaohui	Assoc Professor	Tenure	1.00	M	ASIAN	PhD MS	University of Michigan; University of Michigan	Statistics; Statistics	Bayesian Modeling; Advanced Biostatistics	Statistical Genetics & Modeling; Genomics; Bioinformatics;
Tighiouart, Mourad	Assoc Research Prof	Non- tenure- track	1.00	M	WHITE	PhD MS MS	Florida State University; Florida State University; University of Central Florida	Statistics; Statistics; Mathematics	Cancer statistics	Bayesian phase I/II cancer clinical trials; Bayesian statistical modeling of survival data; Bayesian non- linear mixed modeling; Multilevel modeling
Waller, Lance A	Professor And Chair	Tenure	1.00	M	WHITE	PhD MS	Cornell University; Cornell University	Operations Research; Operations Research	Spatial Analysis of Public Health Data; Bayesian and Empirical Bayesian Methods	Disease Surveillance; Infectious Disease; Public Health Preparedness; Safe Water; Statistical Modeling
Weiss ,Paul Samuel	Senior Associate	Non- tenure- track	1.00	M	WHITE	MS	University of Michigan	Biostatistics	Statistical Methods; Statistical Programming; Sampling	Survey sampling Design; research methodologies; statistical computing; Statistical Education
Wu, Hao	Asst Professor	Tenure	1.00	M	ASIAN	PhD MHS MS	Johns Hopkins University;	Biostatistics; Bioinformatics; Electrical	Advanced Biostatistics; Data analysis using R and	Bioinformatics; Computational Biology; Statistical

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							Johns Hopkins University; Iowa State University	Engineering	bioconductor	Modeling
Yu, Tianwei	Asst Professor	Tenure	1.00	M	ASIAN	PhD MS MS MS	UCLA; UCLA; UCLA; Tsinghua University	Statistics; Biochemistry & Molecular Biology; Statistics; Biochemistry & Molecular Biology	Bioinformatics	Bioinformatics; Statistical Genomics; Metabolomics; Biological Network Modeling; Pattern Recognition; Cancer Prevention; HIV/AIDS; Mental Health; Nutrition
Zhang, Rebecca Hong	Senior Associate	Non- tenure- track	1.00	F	ASIAN	MS MS	Florida State University Florida State University	Statistics; Applied Mathematics	Probability Theory	Clinical Trials; Statistical Applications in Quality of Life of End Stage Renal Disease Patient

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Environmental Health (EH) Department										
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Barr, Dana Boyd	Research Professor	Non- tenure- track	1.00	F	WHITE	PhD	Georgia State University	Analytical Chemistry	Biomarkers and Environmental Health, Research Methods	Environmental Exposures Assessment; Maternal and Child Health
Caudle, William	Asst Professor	Tenure	1.00	M	WHITE	PhD	Emory University	Biological and Biomedical Science	Human Toxicology	Environmental Exposures; Neurodegenerative Diseases
Darrow, Lyndsey Alise	Asst Professor	Tenure	1.00	F	WHITE	PhD	Emory University	Epidemiology	SAS Programming, Epidemiologic Methods	Children's Environmental health; Effects of Air Pollution on Respiratory Disease and Pregnancy
Guillot, III, Thomas Spec	Asst Research Prof	Non- tenure- track	0.92	M	WHITE	PhD	Emory University	Neuroscience	Neurotoxicology	Neurotoxicology; Pesticide Exposure; Parkinson's Disease
Klein, Mitchell	Asst Research Prof	Non- tenure- track	1.00	M	WHITE	PhD MAT	Emory University Indiana University	Epidemiology Mathematics	Analytic Methods for Clinical Research, Programming in SAS, Epi. Fundamentals	Air Pollution and Respiratory Outcomes
Levy, Karen	Asst Professor	Tenure	1.00	F	WHITE	PhD MSc MPH	UC Berkeley UC Berkeley UC Berkeley	Environmental Science; Policy & Mgt Environmental Science; Policy & Mgt Epidemiology	Research Methods for Studies of Water and Health; Epi. of Enteric Diseases	Water Quality and Health Outcomes; Environmental Determinants of Infectious Disease
Li, Shenshen	Visiting	Non-	1.00	M	ASIAN	MSCS	Henan	Computer Science	Air pollution	Atmospheric

Table 4.1a: Faculty who Support Degree Offerings of the School as of November 2011 (CORE FACULTY)

Gray shaded rows indicate faculty who supported the research program, but not the instructional program in 2010-2011.

Environmental Health (EH) Department										
Name	Title/ Academic Rank	Tenure Status or Class- ification	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
	Scholar	tenure- track					University		monitoring and exposure	Pollution Monitoring Technology; Spaceborne Remote Sensing
Liu, Yang	Asst Professor	Tenure	1.00	M	ASIAN	PhD MS	Harvard University University of California	Environmental Science and Engineering; Mechanical Engineering	Remote Sensing of Environment and Public Health	Air Quality; Remote Sensing
Miller, Gary W	Assoc Dean, Research	Tenure	1.00	M	WHITE	PhD MS	University of Georgia Old Dominion University	Pharmacology and Toxicology Biology	Human Toxicology, Neurotoxicology, Molecular Toxicology	Neurodegenerative Disorders; Parkinson's Disease; Environmental Exposures
Remais, Justin Victor	Asst Professor	Tenure	1.00	M	WHITE	PhD MS	University of California at Berkeley University of California at Berkeley	Environmental Health Sciences Civil and Environmental Engineering	Environmental Determinants of Infectious Disease, Global Climate Change	Environmental Determinants of Infectious Disease; Climate Related Health Risks
Ryan, P Barry	Professor	Tenure	1.00	M	WHITE	PhD MS	Wesleyan University University of Chicago	Computational Chemistry Physical Chemistry	Control of Environmental Hazards, Risk Assessment	Dietary Pesticide Exposure; Air Pollution Exposure
Sarnat, Jeremy A.	Associate Professor	Tenure	1.00	M	WHITE	ScD MS MSC	Harvard University Indiana University Harvard University	Environmental Health Biological Anthropology Environmental Risk Assessment	Urban Air Quality, Control of Environmental Hazards	Human Exposure to Urban Air Pollution
Sarnat,	Asst	Tenure	1.00	F	WHITE	ScD	Harvard SPH	Environmental	Research Design, Air	Air Pollution and

Table 4.1a: Faculty who Support Degree Offerings of the School as of November 2011 (CORE FACULTY)

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Environmental Health (EH) Department										
Name	Title/ Academic Rank	Tenure Status or Class- ification	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
Stefanie Tania Ebelt	Professor					MSc	University of British Columbia	Health Occupational Hygiene	Pollution, and Health	Cardiorespiratory Health; Population Based Time Series; Panel Based Studies
Steenland, Nelson Kyle	Professor	Tenure	1.00	M	WHITE	PhD PhD MS	University of Pennsylvania; State University of NY @ Buffalo University of Cincinnati	Epidemiology History Mathematics (Statistics)	Environmental Epi.	Neurological Diseases; Adult Occupational Lead Exposure; Indoor Air Pollution; PFOA Water Contamination
Strickland, Matthew Joseph	Asst Professor	Tenure	1.00	M	WHITE	PhD MPH MA	Emory University Ohio State University Care Western Reserve University	Epidemiology Epidemiology Anthropology	Environmental Epi.	Air Pollution and Respiratory Health; Spatial and Temporal Modeling and Infant Morbidity
Tolbert, Paige E	Professor And Chair	Tenure	1.00	F	WHITE	PhD MSPH	University of North Carolina, Chapel Hill University of North Carolina, Chapel Hill	Epidemiology Environmental Science	Environmental Epi	Air Pollution and Respiratory Health; Water Quality and Health Outcomes
Zhou, Ying	Asst Research Prof	Non-tenure-track	0.80	F	ASIAN	DSc	Harvard University, SPH	Environmental Health	Risk Assessment	Global Health; Risk Assessment

Table 4.1a: Faculty who Support Degree Offerings of the School as of November 2011 (CORE FACULTY)

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Epidemiology (EPI) Department										
Name	Title/ Academic Rank	Tenure Status or Class- ification	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
Abramson, Jerome	Asst Research Prof	Non- tenure- track	1.00	M	WHITE	PhD	Yale University	Epidemiology	Cardiovascular Epidemiology	Cardiovascular Disease
Austin, Harland D	Professor	Tenure	1.00	M	WHITE	DSc MS	Harvard University; State University of New York, Stony Brook	Epidemiology; Statistics	Epidemiologic Methods	Cancer Epidemiology; Epidemiologic Methods; Prevention of Sexually Transmitted Diseases; Blood Clotting and Bleeding Disorders
Bostick, Robert M	Professor	Tenure	1.00	M	WHITE	MD MPH	The Medical University of South Carolina; University of Minnesota	Medicine; Epidemiology	Epidemiology of Cancer; Epidemiology Grant Writing; PhD Journal Club	Cancer Epi ; Etiology; Prevention; Diet and Nutrition; Biomarkers and Molecular Epi
Brockman, Janice E	Senior Associate	Non- tenure- track	1.00	F	WHITE	MPH	Emory University	Epidemiology	Epidemiology Data Management	Cancer Prevention; Cancer Epi.; Clinical Trials
Carter, John T	Clin Asst Professor	Non- tenure- track	1.00	M	WHITE	PhD MPH	Rice University; Emory University	Physics; Epidemiology	Data Sources and Methods in EPI	Perinatal epidemiology; Nutrition; Cancer
Curran, James Walter	Professor	Tenure	1.00	M	WHITE	MD MPH	University of Michigan; Harvard SPH	Medicine; Epidemiology	HIV/AIDS; Epidemiology	AIDS; Emerging Infectious Diseases
Drews-Botsch, Carolyn Dawson	Assoc Professor	Tenure	1.00	F	WHITE	PhD MPH	University of California, Los Angeles; University of California, Los Angeles	Epidemiology; Population Family Health	Pediatric & Perinatal Epidemiology	Pediatric Epidemiology; Epi of Developmental Disabilities; Epi Methods; Ophthalmic Epi.

Table 4.1a: Faculty who Support Degree Offerings of the School as of November 2011 (CORE FACULTY)

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Epidemiology (EPI) Department										
Name	Title/ Academic Rank	Tenure Status or Class- ification	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
Flanders, William Dana	Professor	Tenure	1.00	M	WHITE	MD DSc MPH MA	University of Vermont; Harvard University; Harvard University; Columbia University	Medicine; Epidemiology; Epidemiology; Mathematics	Advanced and Intermediate Epidemiologic Methods	Epidemiologic Methodology; Chronic Disease Epidemiology; Cancer Epidemiology
Gazmararian, Julie A.	Assoc Professor	Tenure	1.00	F	WHITE	PhD MPH	University of Michigan; University of South Carolina	Epidemiology; Health Education	Social Epidemiology	Health Literacy; Maternal and Child Health; Health Outcomes; Social Epidemiology
Goodman, Michael	Assoc Professor	Tenure	1.00	M	WHITE	MD MPH	Kaunas Medical Academy, Lithuania Johns Hopkins University	Medicine; Public Health	Epidemiologic Methods	Cancer Prevention; Cancer Epidemiology; Molecular/Genetic Epidemiology, cancer Outcomes, Children's Health
Goyal, Abhinav	Asst Professor	Tenure	1.00	M	ASIAN	MD MHS	Northwester n University Medical School; Duke Univ.	Medicine; Health Sciences	Fundamental of Epidemiology	Diabetes; Global Health Health; Outcomes; Risk Assessment; Cardiovascular Disease
Hogue, Carol J Rowland	Professor	Tenure	1.00	F	WHITE	PhD MPH	University of North Carolina, Chapel Hill; University of North Carolina, Chapel Hill	Epidemiology; Epidemiology	Issues in Women's Health; Applied Maternal and Child Health Epidemiology	Maternal and Child Health; Reproductive Health

Table 4.1a: Faculty who Support Degree Offerings of the School as of November 2011 (CORE FACULTY)

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Epidemiology (EPI) Department										
Name	Title/ Academic Rank	Tenure Status or Class- ification	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
Howards, Penelope P.	Asst Professor	Tenure	1.00	F	WHITE	PhD MS	University of North Carolina, Chapel Hill; Pennsylvania State University	Epidemiology; Geography	Application of Epidemiologic Concepts	Reproductive Epi.
Kaufman, Sean G.	Senior Associate	Non- tenure- track	1.00	M	WHITE	MPH	San Diego State University	Health Promotion and Education	Behavioral-based Preparedness; Risk Communication; Emergency Health Education	Training; Workforce Development
Kleinbaum, David G	Professor	Tenure	1.00	M	WHITE	PhD	University of North Carolina	Mathematical Statistics	Fundamentals of Epidemiology; Epidemiologic Modeling; Longitudinal Data	Theoretical Research in Multivariate Analysis; Applied Statistical and Epidemiologic Methods
McGowan Jr., John E	Professor	Tenure	0.80	M	WHITE	MD	Harvard University	Medicine	Infectious Diseases; Hospital/ Healthcare Epidemiology.; Epidemiology of Tuberculosis; Clinical Research	Antibiotic Resistance; Disease Surveillance; Global Health
Menon, Ramkumar	Assoc Research Prof	Non- tenure- track	0.80	M	ASIAN	PhD MS	Univ of Aarhus, Aarhus, Denmark Wright State University, Dayton, OH	Medicine - Genetic Epidemiology; Microbiology and Immunology	Microbiology; Immunology	Maternal and Child Health; Reproductive Immunology
Mink, Pamela J.	Asst Professor	Tenure	1.00	F	WHITE	PhD MPH	University of Minnesota;	Epidemiology; Epidemiology	Epidemiologic Methods	Cancer Prevention

Table 4.1a: Faculty who Support Degree Offerings of the School as of November 2011 (CORE FACULTY)

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Epidemiology (EPI) Department										
Name	Title/ Academic Rank	Tenure Status or Class- ification	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
Pearce, Bradley D	Assoc Research Prof	Non- tenure- track	0.80	M	WHITE	PhD	University of Miami	Pharmacology	Maternal-child health	Adolescent Health/Child Health; Behavior and Health; Infectious Disease; Maternal and Child Health; Mental Health
Spaulding, Anne C	Asst Professor	Tenure	1.00	F	WHITE	MD MPH	Medical College of Virginia; Johns Hopkins SPH	Medicine; Public Health	Dynamics of HIV/STD Transmission; Correctional Healthcare	Infectious and Chronic Disease Epidemiology
Su, Shaoyong	Asst Research Prof	Non- tenure- track	1.00	M	ASIAN	PhD	Peking Union Medical College & Chinese Academy of Medical Sciences	Epidemiology	Cardiovascular Epidemiology	Cardiovascular Disease; Genetic Epidemiology
Sullivan, Kevin M	Assoc Professor- RT	Non- tenure- track	1.00	M	WHITE	PhD MPH MHA	University of Michigan; University of Michigan; Ohio State University	Epidemiology; Epidemiology; Preventive Medicine	Applied Epidemiology; Epidemiologic Modeling; EPI Info	Bioinformatics; Disease Surveillance; Global Health; HIV/AIDS; Infectious Disease; Nutrition; Statistical Modeling
Sullivan, Patrick Sean	Assoc Professor	Tenure	1.00	M	WHITE	PhD DVM	University of Tennessee, Knoxville TN; University of Tennessee, Knoxville TN	Comparative and Experimental Medicine; Veterinarian	HIV Epidemiology	Behavior and Health; Disease Surveillance; HIV/AIDS; Infectious Disease; Sexual Behavior

Table 4.1a: Faculty who Support Degree Offerings of the School as of November 2011 (CORE FACULTY)

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Epidemiology (EPI) Department										
Name	Title/ Academic Rank	Tenure Status or Class- ification	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
Vaccarino, Laura V	Professor And Chair	Tenure	1.00	F	WHITE	MD PhD PhD	Milan University, Italy; Milan University Institute of Pharmacology ; Yale University School of Medicine	Medicine; Nutrition Toxicology; Epidemiology	Cardiovascular Disease Epidemiology; Issues in Women's Health	Cardiovascular Epidemiology and Prevention
Ward, Kevin	Asst Research Prof	Non- tenure- track	1.00	M	WHITE	PhD MPH	Emory University; Emory University	Epidemiology; Epidemiology	Epidemiology Methods; Public Health Surveillance	Bioinformatics; Cancer Prevention; Disease Surveillance; Statistical Modeling

Table 4.1a: Faculty who Support Degree Offerings of the School as of November 2011 (CORE FACULTY)

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Hubert Department of Global Health (GH)										
Name	Title/ Academic Rank	Tenure Status or Class- ification	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
Ali, Mohammed Kumail	Asst Professor	Tenure	1.00	M	ASIAN	(IP) MBChB MSc MSc	University of Cape Town Medical College; Oxford Univ., UK; Oxford Univ., UK	Medicine and Surgery; Global Health Sciences; Cardiovascular Medicine	Knowledge Translation; Diabetes	Diabetes; Global Health; Cardiovascular Disease; Chronic Disease Surveillance; Economics and Policy
Andes, Karen Louise	Assistant Professor	Non- tenure- track	1.00	F	WHITE	PhD MA	Northwestern University; Northwestern University	Political Science; Political Science	Qualitative Methods for Research in Global Health; Qualitative Data Analysis; Proposal Development	Sexual and Reproductive Health in Adolescents and Young Adults; Qualitative Research Methods
Argeseanu Cunningham, Solveig	Asst Professor	Tenure	1.00	F	WHITE	PhD MA MSc	University of Pennsylvania Philadelphia; University of Pennsylvania Philadelphia; London School of Economics and Political Science	Demography and Sociology; Demography; Develop-mental Studies	Global Health Survey Research Methods; Obesity and Society; Demography for PH	Adolescent Health/Child Health; Behavior and Health; Global Health; Nutrition
Brachman, Philip S	Professor	Non- tenure- track	1.00	M	WHITE	MD	University of Wisconsin Medical School	Medicine	Public Health Surveillance; Epidemiology in Public Health Practice; Public Health Prepare & Bioterrorism; International Infectious Diseases; Global Parasitic Diseases; Humphrey	Infectious Diseases; Public Health Surveillance; Bioterrorism; Prevention

Table 4.1a: Faculty who Support Degree Offerings of the School as of November 2011 (CORE FACULTY)

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Hubert Department of Global Health (GH)										
Name	Title/ Academic Rank	Tenure Status or Class- ification	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
									Fellow Practicum	
Day, Cheryl Liane	Asst Research Prof	Non- tenure- track	1.00	F	WHITE	PhD	Harvard Medical School	Virology	Vaccinology	Cellular Immune Responses in Human Chronic Infections; Viral Infectivity; AIDS Training
del Rio, Carlos	Professor And Chair	Tenure	1.00	M	HISPANIC	MD	Universidad La Salle	Medicine	International Infectious Diseases; Public Health Implications; Epidemiology and Dynamics STD/HIV Transmission	HIV/AIDS
Girard, Amy Webb	Asst Professor	Tenure	1.00	F	WHITE	PhD	Emory University	Biological and Biomedical Sciences	Qualitative Research Methods; Determinants of Food Intake; Nutrition	Food Security; Agriculture and Nutrition; Nutrition Epidemiology; Qualitative Methods; Community-Based Participatory Research
Hennink, Monique Marcelle	Assoc Professor	Tenure	1.00	F	WHITE	PhD	University of Southampton, United Kingdom	Demography	Qualitative Methods for Research in Global Health Qualitative Data Analysis	Adolescent Health/Child Health; Behavior and Health; Community-Based Research; Global Health; HIV/AIDS; Sexual Behavior; Qualitative

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Hubert Department of Global Health (GH)										
Name	Title/ Academic Rank	Tenure Status or Class- ification	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
										Research Methods
Huang, Cheng	Asst Research Prof	Non- tenure- track	1.00	M	ASIAN	PhD MA MA	University of Pennsylvania; University of Pennsylvania; Peking University	Demography Demography Population Studies	Population Dynamics	Tobacco Control; Demography; Global Health; Public Nutrition
Klugman, Keith P	Professor	Tenure	1.00	M	WHITE	PhD MMed	University of Witwaters- rand	Physiology; Microbiological Pathology	Global Issues	Antibiotic Resistant; Immunization Policies; Acute Respiratory Infections; Bacterial Vaccines; Typhoid Fever
Leon, Juan	Asst Professor	Tenure	1.00	M	HISPANIC	PhD MPH	Northwestern University Medical School; Northwestern University Medical School	Immunology; Epidemiology	Public Health Biology; Global Perspectives in Parasitic Diseases	Immunology; Parasitic and Enteric Viral Pathogens (Foodborne and Waterborne Disease); Chagas Disease
Liu, Pengbo	Asst Research Prof	Non- tenure- track	1.00	M	ASIAN	PhD MS	Peking Union Med College; Xi'an Jiaotong University, Xi'an, China	ID Epidemiology; Epidemiology	Water-borne Illnesses	Bioinformatics; Infectious Disease; Safe Water
Martorell, Reynaldo	Professor	Tenure	1.00	M	HISPANIC	PhD	University of Washington, Seattle	Biological Anthropology	Elimination of Micronutrient Malnutrition	Maternal and Child Nutrition; Child Growth and Development; Micronutrient Malnutrition; Obesity and

Table 4.1a: Faculty who Support Degree Offerings of the School as of November 2011 (CORE FACULTY)

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Hubert Department of Global Health (GH)										
Name	Title/ Academic Rank	Tenure Status or Class- ification	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
										Chronic Diseases
McFarland, Deborah A	Assoc Professor	Tenure	1.00	F	WHITE	PhD MSc MPH	University of Tennessee; London School of Economic and Political Science; University of North Carolina	Strategic Management and Industrial Organization Economics; Economics; Public Health	Policies in Global Health; International Health Management; Health Systems Performance and Health Systems Financing Methods and Evidence	Evaluation; Global Health; Health Economics; Health Policy; Infectious Disease
Moe, Christine Lorraine	Assoc Professor	Tenure	1.00	F	WHITE	PhD MS	University of North Carolina, Chapel Hill; University of North Carolina, Chapel Hill	Environmental Science and Engineering; Environmental Science and Engineering	Water and Sanitation in Developing Countries; Environmental Health Microbiology	Global Health; Viral Gastroenteritis Infectious Disease; Safe Water and Sanitation
Null, Alex Clair	Asst Professor	Tenure	1.00	F	WHITE	PhD	University of California - Berkeley	Agricultural and Resource Economics	Monitoring and Evaluating Global Health Programs	Community-Based Research; Evaluation; Global Health; Health Economics; Rural Health; Safe Water; Statistical Modeling
Omer, Saad Bin	Asst Professor	Tenure	1.00	M	ASIAN	PhD MPH MBBS	Johns Hopkins University; Johns Hopkins University; The Aga Khan Univ	Global Disease Epidemiology; General Public Health; Medicine	Vaccines and Vaccine Preventable Diseases; Field Trials and Intervention Studies	HIV/AIDS; Infectious Disease; Vaccines

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Hubert Department of Global Health (GH)										
Name	Title/ Academic Rank	Tenure Status or Class- ification	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
							Medical College			
Ramakrishnan Usha	Assoc Professor	Tenure	1.00	F	ASIAN	PhD MSc	Cornell University; University of Madras, India	International Nutrition; Foods and Nutrition	Nutritional Assessment; Maternal And Child Nutrition; Human Nutrition	Global Health; Maternal and Child Health; Nutrition
Stein, Aryeh D.	Assoc Professor	Tenure	1.00	M	WHITE	PhD MPH	Columbia University; Columbia University	Epidemiology; Epidemiology	Diet and Chronic Disease; Monitoring and Evaluating Global Health Programs; International Health; Assessment of Dietary Intakes	Adolescent/Child Health; Behavior and Health; Diabetes; Global Health; Nutrition; Obesity Prevention; Cardiovascular Disease
Stephenson, Robert Brian	Asst Professor	Tenure	1.00	M	WHITE	PhD MSc	Univ of Southampton; London School of Hygiene and Topical Medicine	Demography; Medical Demography	Migration and Health; Maternal & Child Health Demographics; Monitoring and Evaluation of International Health Programs	Reproductive Health; Maternal Health; Family Planning; Service Delivery
Thurman, Sandra L	Lecturer	Non- tenure- track	1.00	F	WHITE	MA	St. Paul's University	Religion and Health	Religion, health and AIDS	HIV/STD Prevention; Reproductive Health
Venkat Narayan, Kabayam M.	Professor	Tenure	1.00	M	ASIAN	MD MBA MSc	St. John's Medical College, Bangalore, India; Herriot Watt Univ., Edinburgh, UK; University	Medicine and Surgery; Public Health Management	Knowledge Translation; Diabetes: A Model for Global Non- communicable Disease Prevention and Control	Diabetes; Global Health; Health Economics; Health Policy; Nutrition; Cardiovascular Disease

Table 4.1a: Faculty who Support Degree Offerings of the School as of November 2011 (CORE FACULTY)

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Hubert Department of Global Health (GH)										
Name	Title/ Academic Rank	Tenure Status or Class- ification	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
							of Edinburgh, United Kingdom			
Vidal Graniel, Jorge Eugenio	Asst Research Prof	Non- tenure- track	1.00	M	HISPANIC	PhD MSc	CINVESTAV National School of Biological Sciences; ENCB-IPN	Cellular Microbiology; Microbiology	Antibiotic resistance of bacterial biofilms; molecular bacterial pathogenesis; lab methods in molecular epi	Antibiotic Resistance; Bioterrorism; Infectious Disease
Williamson, David F.	Visiting Professor	Non- tenure- track	1.00	M	WHITE	PhD MS	Cornell University; Cornell University	International Nutrition; International Nutrition	Epidemiology	Diabetes
Yount, Kathryn Mary	Assoc Professor	Tenure	1.00	F	WHITE	PhD MHS	Johns Hopkins University; Johns Hopkins University	Social Demography; Demography	Population Dynamics; Gender and Global Health	Behavior and Health; Global Health; Maternal and Child Health

Table 4.1a: Faculty who Support Degree Offerings of the School as of November 2011 (CORE FACULTY)

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Health Policy and Management (HPM) Department										
Name	Title/ Academic Rank	Tenure Status or Class- ification	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
Adams, E Kathleen	Professor	Tenure	1.00	F	WHITE	PhD MS	University of Colorado, Boulder; Florida State University	Economics; Economics	Public Financing/Health Care Systems; Access to Care: Measures, Determinants and Current Issues	Hospital markets and competition; Medicaid and other vulnerable populations; Cost effectiveness evaluation
Becker, Edmund R	Professor	Tenure	1.00	M	WHITE	PhD MA	Vanderbilt University; Ohio University	Sociology; Sociology	Physician Performances; Negotiations and Conflict Management in Healthcare Settings; Healthcare Organization and Management	Health Care Organization and Financing; Health Politics and Policy; Negotiations and Conflict Resolution; Organizational Theory and Behavior; Physician Payment and Productivity; Unions and Labor Relations; Worksite Health Behaviors and Health Outcomes
Blake, Sarah Caroline	Senior Associate	Non- tenure- track	1.00	F	WHITE	PhD MA	Georgia State University/G eorgia Tech; George Washington University	Public Policy; Public Policy in Women's Studies	US Healthcare System; Women's Health Policy; Public Health Finance; Program Planning Health Promotion	Adolescent Health/Child Health; Cancer Prevention; Evaluation; Health Policy; Maternal and Child Health; Public Health; Preparedness
Culler, Steven	Assoc	Tenure	1.00	M	WHITE	PhD	University of	Economics;	Financial &	Health Care

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Health Policy and Management (HPM) Department										
Name	Title/ Academic Rank	Tenure Status or Class- ification	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
D.	Professor					MA	Illinois; University of Illinois	Economics	Managerial Accounting for Health Care Organization; Health Care Financial Management; Economic Evaluation of Health Care Programs	Financial Management and Financial Accounting; Utilization of Health Services; Cost Effectiveness Analysis; Outcomes Research and Risk Adjusted Benchmarking
Cummings, Janet R	Asst Professor	Tenure	1.00	F	WHITE	PhD	University of California, Los Angeles	Health Services, Economics Cognate	Theory-Based Research Design in Health Services and Health Policy; US Political Institutions and Health Policy Implementation	Adolescent Health/Child Health; Health Economics; Health Policy; Mental Health
Druss, Benjamin G	Professor	Tenure	1.00	M	WHITE	MD MPH	New York University; Yale University	Medicine General; Public Health	Mental Health/Public Health Colloquium; The Mental Health/Medical Interface in the US	Mental Health; Primary Care
Gaydos, Laura Marti Dokson	Asst Research Prof	Non- tenure- track	1.00	F	WHITE	PhD	University of North Carolina, Chapel Hill	Health Policy and Administration	Health Policy and Management Research Seminar, Directed Thesis Preparation	Women's/Reprodu ctive Health; Adolescent Health; Religion and Public Health; Maternal and Child Health; Obesity Prevention; Sexual Behavior
Howard,	Assoc	Tenure	1.00	M	WHITE	PhD	Harvard	Health Policy,	Policy Analysis;	Health Economics;

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Health Policy and Management (HPM) Department										
Name	Title/ Academic Rank	Tenure Status or Class- ification	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
David Hill	Professor							Economics	Health Economics; US Health Care System	Medical Decision- making
Lipscomb, Joseph	Professor	Tenure	1.00	M	WHITE	PhD	University of North Carolina, Chapel Hill	Economics	Health Economics	Health Economics and Outcomes Research; Patient- Reported Outcomes Assessment; Quality-of-Care Evaluation and Improvement; Cost-Effectiveness Analysis
Phillips, Victoria L	Assoc Professor	Tenure	1.00	F	WHITE	PhD	Oxford University	Health and Labor Economics	Economic Evaluation of Health Care Programming	Long Term Care; Dementia; Evaluation
Raskind-Hood, Cheryl Lynne	Senior Associate	Non- tenure- track	0.95	F	WHITE	MPH MS	Emory University; State University of New York	Epidemiology Life Span Development/ Cognitive Aging	Public Health Finance; Access to Healthcare; Quantitative Analysis	Life-span Development; Computer Application/ Systems for Public Health; Quantitative Analysis; Database Development; Maternal and Child Health
Roemer, Enid Chung	Visiting Assistant Professor	Non- tenure- track	1.00	F	ASIAN	PhD	George Washington University	Applied Social Psychology	Social Psychology	Diet/nutrition; Physical Activity; Stress Management; Smoking; Obesity- related Disease Prevention
Saltman,	Professor	Tenure	1.00	M	WHITE	PhD	Stanford	Political Science;	Comparative Health	Health Care

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Health Policy and Management (HPM) Department										
Name	Title/ Academic Rank	Tenure Status or Class- ification	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
Richard B						MA	University; Stanford University	Political Science	Systems; US Health Policy	Systems
Thorpe, Kenneth E.	Professor And Chair	Tenure	1.00	M	WHITE	PhD MA	Rand Graduate Institute; Duke University	Public Policy; Public Policy	Public Health and Health Resource Allocation; Health Policy	National and State Health Care Policy; Health Care Financing and Organization; Application of Econometric Techniques to Health Policy Issues
Yang, Zhou	Asst Professor	Tenure	1.00	F	ASIAN	PhD MPH	University of North Carolina, Chapel Hill; University of California, Los Angeles	Health Policy and Administration; Health Services	Quantitative Analysis of Health Services Research	Cost and Efficacy of Prescription Drugs; Economic Burden of Chronic Diseases
			142.83							

FTE of faculty listed in this table are the FTE assigned in the human resources database (and include two faculty who support the research program, but not the instructional program), so the FTE totals here will be slightly different than in Table 1.6e, where FTE of Core faculty 0.80 FTE or more were counted as 1.00 FTE and research faculty were not included.

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- b. If the school uses other faculty in its teaching programs (adjunct, part-time, secondary appointments, etc), summary data on their qualifications should be provided in table format, organized by department, specialty area or other organizational unit as appropriate to the school and must include at least: a) name, b) title/academic rank, c) title and current employment, d) FTE or % time allocated to teaching program, e) gender, f) race, g) graduate degrees earned, h) discipline in which degrees were earned, and i) contributions to the teaching program.**
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Other faculty in the teaching program

The RSPH defines *other faculty who support the teaching program* as those with adjunct faculty appointments, primary appointments in the department of less than 0.8 FTE (part-time), or joint-secondary appointments and who also taught a class during the academic year or mentored students such as directing a thesis or dissertation.

Adjunct faculty appointments are given to those who do not have another faculty appointment at Emory University but who contribute to the department or school. *Joint-secondary* appointments are given to faculty members who hold a faculty appointment in another department or school at Emory University but who also contribute to the programs of the department in which they are given a joint-secondary appointment. For the purposes of the self-study, *other faculty* (e.g., adjunct, part-time and joint-secondarily appointed faculty) are counted only if they taught a course during the academic year or, in the case of part-time faculty, if they mentored students (e.g., directed a thesis or dissertation).

When calculating FTE faculty or faculty-student ratios, *other faculty who support the teaching program* are counted as 0.05 FTE per credit hour taught. FTE of *other faculty who support the teaching program*, including those who support the teaching program for the CPMH program, have been included in the departments to which they are appointed. (For specific calculations on CPMH faculty, see Criteria 2.12)

Table 4.1b: Other Faculty Used to Support Teaching Programs as of November 2011 (adjunct, part-time, secondary appointments, etc.)

Behavioral Sciences and Health Education (BSHE) Department								
Name	Title/ Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
Alexander, Martha E	Visiting Instructor	Workforce and Career Development Specialist; NCBDDD, CDC	0.15	F	WHITE	MPH MA	Public Health Administration and Health Educ.; Speech/ Language Pathology;	Curriculum and Instruction in Health Ed.
Baldwin, Grant T.	Visiting Instructor	Director of Division of Unintentional Injury Prevention National Center for Injury Prevention and Control	0.20	M	WHITE	PhD MPH	Health Behavior and Health Educ.; Behavioral Sciences and Health Educ.	Community Needs Assessment
Brody, Gene H.	Research Professor	Part-time Research Professor Emory University, RSPH	0.50	M	WHITE	PhD MA	Developmental Psychology; Developmental Psychology	Behavior and Health, Community-Based Research, Drug Abuse Prevention
Butler, Susan O.	Asst Professor	Research Assistant Professor Emory University, RSPH	0.59	F	WHITE	EdD MEd	Public Health Education; Health and Physical Educ.	Community Needs Assessment, Disease Prevention, Health Advocacy
Carlson, Lisa M	Adjunct Professor	Director of Academic Programs and Administration, Emory University School of Medicine	0.15	F	WHITE	MPH	Behavioral Sciences and Health Educ.	Qualitative Research Methods, Public Health Ethics, and Behavioral Sciences
Conis, Elena Christine	Senior Associate	Senior Fellow Emory University	0.74	F	WHITE	PhD MJ MS	Anthropology, History, and Social Medicine; Journalism; Global Health	History of Public Health

Table 4.1b: Other Faculty Used to Support Teaching Programs as of November 2011 (adjunct, part-time, secondary appointments, etc.)

Behavioral Sciences and Health Education (BSHE) Department								
Name	Title/ Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Discipline for earned graduate degrees and Development	Teaching Areas
Comeau, Dawn Leslie	Research Asst Prof	Assistant Research Professor and Project Director Emory University, RSPH	0.55	F	WHITE	PhD MPH	Women's Studies; Behavioral Sciences and Health Educ.	Qualitative Research Methods, Curriculum and Instruction in Health Ed., Behavioral Sciences
Filipowicz, Rebecca Tomlin	Visiting Instructor	Epidemiology and Surveillance Group Manager, Texas Dept of State Health Services	0.05	F	WHITE	MPH MS	Behavioral Sciences and Health Educ.; Kinesiology, Exercise Physiology	Quantitative Analysis, Community Health, Applied Behavioral Research Methods
French, Jennifer Katherine Nichols	Adjunct Professor	Research Supervisor, Strategic Planning and Research Porter Novelli	0.10	F	WHITE	MPH	Behavioral Science and Health Educ.	Theory and Application of Social Marketing in Public Health
Hankin-Wei, Abigail Dorit	Adjunct	Assistant Professor, Emory University Emergency Medicine	0.05	F	WHITE	MD MPH	Medicine; Public Health	Violence as Public Health Problem
Hinman, Johanna Mary	Staff	Associate Director of Operations, Emory Prevention Research Center	0.10	F	WHITE	MPH	Behavioral Sciences and Health Educ.	Behavioral Science Theory
Jorgensen, Cynthia M	Visiting Instructor	Lead for Communication, Education, and Training in Viral Hepatitis Division, CDC	0.25	F	WHITE	DrPH	Public Health	Risk and Health Communications, Behavioral Science Theory

Table 4.1b: Other Faculty Used to Support Teaching Programs as of November 2011 (adjunct, part-time, secondary appointments, etc.)

Behavioral Sciences and Health Education (BSHE) Department								
Name	Title/ Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
Koplan, Carol	Visiting Instructor	Assistant Professor Grady Memorial Hospital	0.10	F	WHITE	MD	Medicine	Mental Health Policy and Promotion, Prevention and Behavioral Disorders
Kushner, Howard	Professor	Director of BSHE MPH Program Emory University, RSPH	0.25	M	WHITE	PhD MA	History of Medicine; History	Mental Illness, Addiction and Behavior, Health History
Ngowe, Karen Kanne	Visiting Instructor	Senior Instructional Technologist, CDC	0.10	F	WHITE	MA	Education Administration, Adult and Continuing Educ.	Public Health Preparedness
Noonan, Rita K	Visiting Instructor	Behavioral Scientist CDC	0.10	F	WHITE	PhD MA	Sociology; Sociology	Violence as a Social Problem, Women and Society
Pluhar, Erika	Visiting Instructor	Therapist Private Practice	0.10	F	WHITE	PhD MS/EdS	Education - Human Sexuality; Professional Counseling	Human Sexuality
Rutz, Daniel C	Visiting Instructor	Global Health Communication Specialist CDC	0.10	M	WHITE	BS MPH	Speech and Broadcasting; Public Health	Integrated Communication Strategies
Sanchez, Travis Howard	Visiting Instructor	Associate Chief for Science CDC	0.10	M	HISPANIC	DVM MPH	Veterinary Medicine; International Health and Epidemiology	Public Health Surveillance
Semaan, Salaam	Visiting Instructor	Deputy Associate Director for Science CDC	0.20	F	WHITE	DrPH MPH	Health Services Research, Evaluation, and Policy Research;	Public Health Ethics

Table 4.1b: Other Faculty Used to Support Teaching Programs as of November 2011 (adjunct, part-time, secondary appointments, etc.)

Behavioral Sciences and Health Education (BSHE) Department								
Name	Title/ Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
							Epidemiology and Biostatistics	
Smith, Iris Evangeline	Clin Assoc Professor	Coordinator, S.E. Resource Team; Education Development Center	0.75	F	BLACK	PhD MPH	Community Psychology; MPH Health Education	Social Behavior and Health; Substance Abuse; Program Evaluation
Tangka, Florence Kpulaban	Visiting Instructor	Health Economist and Instructor/Case Studies Facilitator, CDC	0.10	F	BLACK	PhD MS	Food and Resource Applied Economics; Agricultural Economics	Global Humanitarian Emergencies

Biostatistics and Bioinformatics (BIOS) Department								
Name	Title/ Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
Clennon, Julie Ann	Visiting Instructor	Postdoctoral Research Fellow, BIOS, Emory University, RSPH	0.10	F	WHITE	PhD MSc	Veterinary Pathobiology; Community Health Epidemiology	Geographic Information Systems for Public Health
Gordon, Frank Jeffrey	SOM	Associate Professor Emory University	0.20	M	WHITE	PhD MA	Biopsychology; Psychology	Statistics and Experimental Biology
Haberling, Dana Lynn	Visiting Instructor	Biostatistician, CDC	0.05	F	WHITE	MSPH	Biostatistics	Statistical Methods
Higgins, Melinda Kay	SON	Associate Research Professor/Senior Statistician	0.15	F	WHITE	PhD MS	Chemometrics/ Analytical Chemistry;	Statistical Methods

Table 4.1b: Other Faculty Used to Support Teaching Programs as of November 2011 (adjunct, part-time, secondary appointments, etc.)

Biostatistics and Bioinformatics (BIOS) Department								
Name	Title/ Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
		Emory University					Statistics	
Overcash, Marc James	Emory University - Staff	Assistant Dean Information Technology, Emory University SOM	0.20	M	WHITE	BA	English Literature	Public Health Informatics
Page, Michael Chance	Emory Librarian	Coordinator of Geospatial Services and Data Librarian Emory University Libraries	0.15	M	WHITE	MA	Geography	Advanced GIS, Remote Sensing
Perez, Sebastian Daniel	Visiting Instructor	Present Data Analyst/Statistician Emory University	0.05	M	WHITE	MSPH	Biostatistics	Statistical Methods
Superak, Hillary Margolin	SPH Staff	Doctoral student, Biostatistics and Bioinformatics, Emory University	0.05	F	WHITE	MSPH	Biostatistics	SAS Lab
Vidakovic, Brani	Adjunct Professor	Professor of Biomedical Engineering, Georgia Institute of Technology and Emory University	0.05	M	WHITE	PhD	Statistics	Intro to BIOS

Environmental Health (EH) Department								
Name	Title/ Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
Devine, Owen John	Adjunct Associate Professor	Senior Statistician; CDC	0.20	M	WHITE	PhD MS	Biostatistics; Forest Resources	Risk Assessment, Directed Study

Table 4.1b: Other Faculty Used to Support Teaching Programs as of November 2011 (adjunct, part-time, secondary appointments, etc.)

Environmental Health (EH) Department								
Name	Title/ Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
Greenwald, Robert James	Asst Research Prof	Research Assistant Professor Emory University, RSPH	0.75	M	WHITE	PhD MS	Environmental Engineering; Environmental Engineering	Air Quality in Urban Environments
Hertzberg, Richard Carl	Adjunct Professor	Senior Advisor in Biomathematics, Toxicology Excellence for Risk Assessment Emory University	0.10	M	WHITE	PhD	Biomathematics	Risk Assessment in Environmental Health
Hess, Jeremy Johnson	SOM	Assistant Professor Emory University SOM	0.30	M	WHITE	MD MPH	Medicine; Global Environmental Health	Environment, Climate, and Infectious Disease
Houry, Debra Elaine	SOM	Associate Professor with Tenure Emory University SOM	0.20	F	WHITE	MD MPH	Medicine; Public Health	Violence as a Public Health Problem, Comparative Health Systems, Injury Prevention
Johnson, Barry Lee	Adjunct Professor	Adjunct Professor Emory University RSPH	0.15	M	WHITE	PhD MS	Electrical Engineering; Electrical Engineering	Environmental Health Policy
Keim, Mark Edward	Visiting Instructor	Senior Science Advisor CDC	0.10	M	WHITE	MD	Medicine	National Security and Public Health Consequences of Disasters
Kitron, Uriel D	College - Env. Studies	Professor and Chair Emory University Env. Studies	0.20	M	WHITE	PhD MPH	Biological Sci., Ecology, Parasitology; Epidemiology	Behavior, Ecology, and Evolution

Table 4.1b: Other Faculty Used to Support Teaching Programs as of November 2011 (adjunct, part-time, secondary appointments, etc.)

Environmental Health (EH) Department								
Name	Title/ Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
Kochtitzky, Christopher S	Visiting Instructor	Associate Director for Program Development, CDC	0.10	M	WHITE	MS	Environmental and Natural Resources Planning	Built Environment
Konradsen, Flemming	Visiting Professor	Director, Copenhagen School of Global Health	0.05	M	WHITE	PhD MSc	Malaria Epidemiology; Environmental Health	Malaria Transmission, Water Sanitation, Pesticide Poisoning
Millette, M Deborah	Adjunct Instructor	Deputy Division Director, CDC	0.20	F	WHITE	MPH	Public Health	Env. Health Practice
Moorhead, Joel F	Adjunct Assistant Professor	Clinical Director FairCode Associates	0.10	M	WHITE	PhD MD MPH	Public Health; Medicine; Public Health	Env. Health Practice
Myers, Melvin L.	Visiting Instructor	Cost Engineer Consultant CDC	0.15	M	WHITE	MPA	Intl Environmental Policy, Science and Technology Management	Env. Health Policy
Vazquez Prokopec, Gonzalo Martin	Adjunct Associate	Guest Researcher CDC	0.20	M	HISPANIC	PhD MSc	Ecology; Ecology	Disease Ecology, Spatial Analysis of GIS Data
White, Mary Claire	Adjunct Professor	Chief of Cancer Division CDC	0.10	F	WHITE	DSc MPH	Epidemiology and Occupational Health; Epidemiology	Env. Epidemiology

Table 4.1b: Other Faculty Used to Support Teaching Programs as of November 2011 (adjunct, part-time, secondary appointments, etc.)

Epidemiology (EPI) Department								
Name	Title/ Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
Berkelman, Ruth Lyon	Tenured Professor	Professor Emory University RSPH	0.50	F	WHITE	MD	Medicine	Public Health Preparedness, Infectious Diseases
Boring, John	Professor	Professor Emory University RSPH	0.50	M	WHITE	PhD MS	Microbiology; Microbiology	Analysis of Clinical Research Data, Data Management
Guest, Jodie L	Visiting Instructor	Associate Professor Emory University SOM	0.10	F	WHITE	PhD MPH	Epidemiology; Epidemiology	Fundamentals of Epi., Methods in HIV Epi.
Gwinn, Marta	Adjunct Instructor	Senior Consultant CDC	0.05	F	WHITE	MD MPH	Medicine; Biostatistics	Human Genome Epi.
Hinman, Alan R	Adjunct Professor	Senior Public Health Scientist The Task Force for Global Health	0.30	M	WHITE	MD MPH	Medicine; Public Health	Immunization, Health and Human Rights, Infectious Diseases, Disease Elimination
Idler, Ellen Louise	College - Sociology	Professor Emory University, Soc.	0.25	F	WHITE	PhD MA	Sociology; Sociology	Religion and Public Health, Epidemiology of Aging
Johnson, Ted	SOM	Professor Emory University SOM	0.10	M	WHITE	MD MPH	Medicine; Public Health	Epidemiology of Aging
Khan, Ali Shan	Adjunct Professor	Deputy Director CDC	0.10	M	ASIAN	MD MPH	Medicine; Biostatistics	Infectious Diseases
Khoury, Muin J	Visiting Instructor	Director Public Health Genomics, CDC	0.05	M	WHITE	PhD MD	Epidemiology; Medicine	Genetic Epi.
Kramer, Michael Root	Asst Professor	Assistant Professor Emory University RSPH	1.00	M	WHITE	PhD MS MSSC	Epidemiology; Emergency Medicine; Physician's Assistant	Maternal and Child Health Epi.
Liff, Jonathan M	Assoc Professor	Associate Professor Emory University RSPH	0.60	M	WHITE	PhD MSPH	Epidemiology; Biometry/Epi- miology	Epidemiology of Cancer
Lynch, Michael R	Adjunct Asst	Medical Epidemiologist	0.05	M	WHITE	MD	Medicine;	Epidemiology of

Table 4.1b: Other Faculty Used to Support Teaching Programs as of November 2011 (adjunct, part-time, secondary appointments, etc.)

Epidemiology (EPI) Department								
Name	Title/ Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
	Professor	CDC				MPH	Public Health	Foodborne Diseases
Maisonet, Mildred	Adjunct Asst Professor	Epidemiologist CDC	0.10	F	HISPANIC	PhD MS	Epidemiology; Epidemiology	Fundamentals of Epi.
Marcus, Michele	Professor	Assistant Program Dir. Kaiser Permanente	0.50	F	WHITE	PhD MPH	Epidemiology; Epidemiology	Environmental Epi.; Reproductive Epi.
McClellan, William M	Adjunct Instructor	Professor Emory SOM	0.55	M	WHITE	MD MS MPH	Medicine; Basic Medical Science/ Physiology; Epidemiology	Disease Epi.
McNabb, Scott J	Visiting Professor	Visiting Professor Emory University RSPH	0.05	M	WHITE	PhD MS	Microbiology & Immunology; Medical Microbiology	Oral Communications, Scientific Writing
Oakley Jr., Godfrey P	Visiting Professor	Research Professor Emory University RSPH	0.50	M	WHITE	MD MSPM	Medicine; Preventive Medicine/ Epidemiology	Nutritional Epidemiology
Small, Chanley Moxham	Asst Research Prof	Research Assistant Professor	0.10	F	WHITE	PhD MS	Epidemiology; Biology	Epidemiology Methods
Soucie, John M	Visiting Instructor	Epidemiologist CDC	0.15	M	WHITE	PhD MPH	Epidemiology; Epidemiology	Programming in SAS
Swerdlow, David L	Adjunct Assoc Professor	Senior Advisor for Epi. and Emergency Response, CDC	0.05	M	WHITE	MD	Medicine	Foodborne Disease Epi.
Vernon, Andrew Anthony	SOM	Chief, Clinical and Health Systems Research, CDC	0.10	M	WHITE	MD MHS	Medicine; Epidemiology	Epi. of Tuberculosis
Young Jr., John Lewis	Professor	Professor Emory University RSPH	0.50	M	WHITE	DrPH MPH	Biostatistics/Epid emiology; Biostatistics	Cancer Prevention, Disease Surveillance

Table 4.1b: Other Faculty Used to Support Teaching Programs as of November 2011 (adjunct, part-time, secondary appointments, etc.)

Hubert Department of Global Health (HGH)								
Name	Title/ Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
Allen, Susan	Adjunct Professor	Professor Emory University SOM	0.10	F	WHITE	MD DMTH MPH	Medicine; Tropical Medicine; Epidemiology	Prevention Sci. and Epi.
Barker, Nancy D	Visiting Instructor	Visiting Instructor Emory University RSPH	0.50	F	WHITE	MS	Statistics	Fundamentals of Epi.
Blevins, John B.	Assoc Research Professor	Associate Research Professor Emory University RSPH	0.75	M	WHITE	ThD MDiv	Counseling Psychology and Theology; Divinity	Reproductive Health; Religion as a Social Determinant of Health; Religion and Sexuality
Brown, Peter J	Professor	Professor Emory University	0.10	M	WHITE	PhD MA	Anthropology; Anthropology	Anthropological Perspectives and Global Health
Churchill, R.Elliott	Adjunct Sr Assoc	Adjunct Professor Emory University RSPH	0.05	F	WHITE	MS MA	Technical Communication s; English Language and Lit.	Oral Communications
Creanga, Andreea	Adjunct Instructor	Medical Epidemiologist CDC	0.10	F	WHITE	MD PhD	Medicine; Population, Family and Reproductive Health	Reproductive Health
Evans, Dabney Page	Senior Associate	Senior Associate Emory University RSPH	0.25	F	WHITE	PhD MPH	Law Behavioral Science and Health Education	Health and Human Rights
Flores-Ayala,	Adjunct Assoc	Team Leader	0.10	M	HISPANIC	DrPH	Biostatistics	Survey Methods,

Table 4.1b: Other Faculty Used to Support Teaching Programs as of November 2011 (adjunct, part-time, secondary appointments, etc.)

Hubert Department of Global Health (HGH)								
Name	Title/ Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
Rafael	Professor	Malnutrition Prevention, CDC				MApStat	Experimental Statistics	Directed Study, Water and Sanitation, Nutrition
Foster, Stanley Owens	Visiting Professor	Professor Emory University RSPH	0.65	M	WHITE	MD MPH	Medicine; Public Health	Global Challenges and Opportunities
Galloway, Fiona McLaren	Adjunct Instructor	Management and Program Analyst, CDC	0.20	F	WHITE	MPH	Epidemiology	Health in Complex Emergencies
Gangarosa, Eugene	Professor Emeritus	CEO, Gangarosa Intl Health Foundation	0.20	M	WHITE	MD MS	Medicine; Microbiology	Environmental Microbiology
Gletsu, Nana A	SOM	Assistant Professor Emory University SOM	0.30	F	BLACK	PhD	Nutrition and Metabolism	Nutrition and Health
Hatcher, Robert A	SOM	Professor Emory University SOM	0.10	M	WHITE	MD MPH	Medicine; Public Health	Reproductive Health
Kiser, Miriam	Senior Associate	Program Director Interfaith Health/Senior Associate Faculty, Emory University RSPH	0.25	F	WHITE	MPH RN	Behavioral Sci. and Health Educ.	Faith and Health, Health as Social Justice
Lathrop, Eva	Adjunct Instructor	Assistant Professor Emory University SOM	0.10	F	WHITE	MD MPH	Medicine; Global Reproductive Health	Global Reproductive Health
Malik, Fauzia Aman	Lecturer	Lecturer Emory University RSPH	0.15	F	ASIAN	MSc	Anthropology	Community-Based Research and Issues in Global Health
Martel, Lise	Adjunct Instructor	International Emergency Preparedness Team Lead CDC	0.05	F	WHITE	PsyD MPsy MEd	Social Psychology; Social Psychology; Education	Psychology and Health in Complex Emergencies; Emergency Preparedness
McGee, Lesley	Adjunct Asst	Microbiologist	0.10	F	WHITE	PhD	Medical	Infectious Diseases

Table 4.1b: Other Faculty Used to Support Teaching Programs as of November 2011 (adjunct, part-time, secondary appointments, etc.)

Hubert Department of Global Health (HGH)								
Name	Title/ Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
	Professor	CDC					Microbiology	
Queen II, Edward L.	Emory Ethics Center	Director Emory University Center for Ethics	0.10	M	WHITE	PhD JD MA	Church History; Criminal Defense and Human Rights Law; Divinity	Human Rights
Rheingans, Richard D	Assoc Research Prof	Associate Professor University of Florida	0.03	M	WHITE	PhD MA	Forestry and Environmental Studies; International Relations	Global Env. Health, Water and Sanitation, Global Health Programs
Rochat, Roger W	Research Professor	Research Professor Emory University RSPH	0.66	M	WHITE	MD	Medicine	Reproductive Health
Schroeder, Dirk G	Visiting Instructor	Executive Vice President and Co- Founder, Holadoctor Inc	0.10	M	WHITE	DSc MPH	International Health; International Health	Proposal Development
Suchdev, Parminder Singh	Asst Professor - TT	Assistant Professor Emory University	0.10	M	ASIAN	MD MPH	Medicine; Public Health/Epi.	Nutrition and Global Health
Talley, Leisel Emerson	Adjunct Instructor	Epidemiologist CDC	0.10	F	WHITE	MPH	Global Health	Health and Nutrition in Complex Emergencies

Table 4.1b: Other Faculty Used to Support Teaching Programs as of November 2011 (adjunct, part-time, secondary appointments, etc.)

Hubert Department of Global Health (HGH)								
Name	Title/ Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
Teunis, Peter	Visiting Professor	Senior Biostatistician Epidemiology and Surveillance Unit, RIVM, Netherlands	0.10	M	WHITE	PhD MSc	Neurobiology Biology/Physics	Microbial Risk Assessment
Villarino, Elsa	Adjunct	Team Leader, TB Trials Consortium, Clinical Research Branch, Division of Tuberculosis Elimination, National Center for HIV, Hepatitis, STD and TB Prevention, CDC	0.05	F	HISPANIC	MD MPH	Medicine; Epi. and Biostatistics	Epi. of Tuberculosis
Winskell Enger, Samantha Kate	Visiting Assistant Professor	Visiting Asst Professor Emory University RSPH	0.75	F	WHITE	PhD MA MA	History of Art; History of Art; Modern Languages	Reproductive Global Health, Critical Issues in Global Health

Table 4.1b: Other Faculty Used to Support Teaching Programs as of November 2011 (adjunct, part-time, secondary appointments, etc.)

Health Policy and Management (HPM) Department								
Name	Title/ Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
Anderson, Gregory James	Visiting Instructor	Senior Scientist CDC	0.20	M	WHITE	MPH MS	Health Policy and Management; Microbiology	Health Policy and Resource Allocation, US Healthcare
Bern, Caryn	Adjunct Asst Professor	Medical Epidemiologist CDC	0.15	F	WHITE	MD MPH	Medicine; Intl. Health	Parasitic Diseases and Global Health
Buckner, Ayanna Virginia	Visiting Instructor	Assistant Professor Morehouse SOM	0.10	F	BLACK	MD MPH	Medicine; Health Management	Evidence-based Medicine
Burnett, Walter M	Visiting Professor	Professor Emory University RSPH	0.60	M	WHITE	PhD MA	Hospital and Health Administration; Hospital and Health Administration	Health Policy and Economics
Cavallo, Daniele	Visiting Instructor	Controller, Emory Clinic	0.15	M	WHITE	MBA	Business	Accounting for Healthcare
Downs, Fred H	Visiting Instructor	Administrator Diagnostic Imaging Specialists	0.30	M	WHITE	MSN	Nursing Administration	Intro to Healthcare Management
Downs, Myra Jane	Visiting Instructor	Director of Education, Visiting Nurse Health System	0.20	F	WHITE	MSN	Community Health Nursing	Intro to Healthcare Management
Florence II, Curtis S.	Visiting Assistant Professor	Senior Health Economist CDC	0.30	M	WHITE	PhD	Labor Economics/ Econometrics	Intro to Health Economics, Health Insurance Concepts
Goetzel, Ron Z	Research	Research Professor	0.60	M	WHITE	PhD	Organizational	Worksite Health

Table 4.1b: Other Faculty Used to Support Teaching Programs as of November 2011 (adjunct, part-time, secondary appointments, etc.)

Health Policy and Management (HPM) Department								
Name	Title/ Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
	Professor	Emory University RSPH				MA	Leadership and Policy Development; Applied Social Psychology	Promotion
Goldman, Allan Barry	Visiting Instructor	Health Policy and Planning Specialist GA Dept of Human Resources	0.10	M	WHITE	MPH	Community Health	Public Policy and Practice
Gross, Robert E.	Visiting Instructor	Professor of Neuroscience, Emory University School of Medicine	0.10	M	WHITE	MBA	Finance	Medical Outcomes Research
Hamby, Leigh Scott	Visiting Instructor	Exec. Vice President and Chief Medical Officer Piedmont Healthcare	0.15	M	WHITE	MD MHA	Medicine; Healthcare Administration	Strategies for Quality Improvement
Harrell, David Edwin	Adjunct Asst Professor	Director Strategic Development Healthcare University of Phoenix	0.30	M	WHITE	PhD MSFS MSHCM	Health Services; Financial Services; Health Care Policy and Management	Strategic Management
Jacobson, Kara L.	Visiting Associate	Senior Associate Research Faculty, Emory University RSPH	0.68	F	WHITE	MPH	Behavioral Sciences and Health Education	Community Needs Assessment, Health Literacy
Joski, Peter J.	Visiting Instructor	Research Associate II Kaiser Permanente GA	0.10	M	WHITE	MSPH	Biostatistics	Quantitative Methods with SAS
Kamke, Brooke N	Visiting Instructor	Business Analyst II Emory Healthcare Inc	0.10	F	WHITE	MPH	Health Policy & Management	Human Resource Management
Kohler, Susan A	Senior	Senior Research Project	0.75	F	WHITE	MPH	Public Health	Medical Outcomes

Table 4.1b: Other Faculty Used to Support Teaching Programs as of November 2011 (adjunct, part-time, secondary appointments, etc.)

Health Policy and Management (HPM) Department								
Name	Title/ Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
	Research Assoc	Associate, Emory Center on Health Outcomes and Quality						Research
McCarthy, Mary Jeanne	Visiting Instructor	Consulting Manager Thomson Reuters Healthcare	0.10	F	WHITE	MBA MSN	Business Administration; Nursing	Health Care Marketing
Merritt, Robert Kenneth	Visiting Instructor	Branch Chief and Supervisory Health Specialist CDC	0.35	M	WHITE	MA	Medical Sociology	US Healthcare, Healthcare Management, Resource Allocation
O'Connor, Jean C	Visiting Instructor	Deputy Assoc. Director for Planning and Evaluation CDC	0.25	F	WHITE	DrPH JD MPH	Health Policy; Law; Public Health	Public Health Law, Public Health Advocacy
Ogden, Lydia Lee	Adjunct Asst Professor	Senior Policy Advisor CDC	0.20	F	WHITE	PhD MPP MA	Health Policy; Press, Politics, and Public Policy; English Lit.	US Health Systems, Contemporary Health Policy, Policy Analysis
Osburne, Robert Carl	Visiting Instructor	Staff Endocrinologist Atlanta Diabetes Associates	0.10	M	WHITE	MD MBA	Medicine; Business Administration	Clinical Outcomes Based Process Improvement
Rask, Kimberly J.	Assoc Professor-CT	Medical Director GA Medical Care Foundation	0.70	F	WHITE	MD PhD	Medicine; Health Economics	Health Outcomes
Sanders Jr., Lawrence	Visiting Instructor	Associate Dean Morehouse SOM	0.10	M	BLACK	MD MBA	Medicine; Health Care Management	Indigent Health Care
Sanders, Richard D.	Visiting Instructor	Attorney The Sanders Law Firm, PC	0.10	M	WHITE	JD MA	Law; Political Science	Healthcare Administration Law
Shaw, Frederic	Adjunct	Acting Director ,	0.10	M	WHITE	JD	Law;	Public Health Law

Table 4.1b: Other Faculty Used to Support Teaching Programs as of November 2011 (adjunct, part-time, secondary appointments, etc.)

Health Policy and Management (HPM) Department								
Name	Title/ Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
Elijah	Instructor	Division of Behavioral Surveillance, CDC				MD	Medicine	
Wollenzien Jr, Jon William	Visiting Instructor	CEO, Palmetto Health Council, Inc	0.30	M	WHITE	DBA MS	Business Administration Health Care Administration	Operations Management
			28.65					

FTE of faculty listed in this table are the FTE assigned in the human resources database, so the FTE totals here will be slightly more than in Table 1.6e, where FTE of “other faculty supporting the instructional program” (i.e., regular part-time, adjunct, secondary appointment faculty) are counted as 0.05 per credit hour taught (or for mentoring).

c. Description of the manner in which the faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if used by the school.

The school's faculty integrates perspectives from the field of public health practice into the curriculum of the school in several ways.

Extensive Faculty Experience in Public Health

Faculty may draw on their public health practice experience in classroom instruction and mentoring of students. In 2010-11, faculty reported performing 186 consultations or episodes of technical assistance to health or public health agencies, programs or institutions. Over half of the full-time tenure-track faculty members have had significant experiences working in public health agencies and organizations as employees or through mechanisms such as an Interagency Personnel Agreement (IPA), which allows for part-time employment by an agency such as the CDC while remaining employed by the university.

RSPH is located in a community that includes many public health practitioners (for example, from CDC, CARE USA, American Cancer Society) with extensive experience in the field. Their involvement in the instruction of RSPH students adds both historical and contemporary relevance to the curriculum of the school. These part-time and/or adjunct faculty members contribute to the teaching of many courses as guest lecturers or as principal instructors, and in doing so, integrate the perspectives of public health practice with academic work in the classroom. For example, during the 2010-2011 academic year, 56 courses were partially or fully taught by practitioners from public health or related health services agencies and organizations who served as adjunct faculty members. Additional courses drew on professionals from the practice community as guest lecturers, resource persons for class projects, or evaluators of student projects. Practitioners also serve as mentors to students in paid employment, practica, thesis research and professional development.

Community Outreach Experiences Within the Classroom

Some courses (18 in 2010-11) within the RSPH curriculum combine classroom exercises with applications in the community. Following the general principles of service learning and under the close scrutiny of the instructor, the community-outreach experiences provide opportunities to apply course objectives in resolving concerns within population-based health practice. For example, students in the Community Needs Assessment course perform an actual assessment of needs in a community setting for a public health program, agency or organization. Some of the products generated through these courses have included program evaluation, needs assessments, advocacy initiatives and curricula. Syllabi, learning objectives and products for these courses are in the resource room available on site.

Faculty may apply for funding to support the integration of working in the community with academic instruction from the Office of University-Community Partnerships (OUCP) through its *Community-Engaged Learning Initiatives (CELI)* Grants Program. The program is intended to increase and institutionalize community-engaged learning, scholarship and service across the university. It supports the development of pedagogy that can be focused or leveraged to assist neighborhood groups, nonprofit organizations and public agencies with addressing critical community needs at the same time strengthening students' sense of citizenship, understanding of community issues, application of knowledge to real-world problem solving and ability to deepen community and academic linkages over time. During 2010 – 11, the RSPH received a grant from OUCP to build infrastructure support for CELI initiatives within the RSPH, resulting in a needs assessment, inventory of community engagement opportunities and establishing communication networks about those opportunities and resources. Also

during 2010-11, three individual RSPH faculty members received CELI mini-grants to integrate community engagement into a new or existing course.

Applied, Translational and Community-Based Research

Many faculty members engage in applied, translational and community-based research (see Appendix 3.1c for research activities of faculty). Their research findings are integrated into their course work to demonstrate how knowledge impacts the practice of public health in the community. Departmental and school-sponsored seminars allow for the wider discussion among faculty and students about the relevance of findings to the practice of public health.

Service and Professional Involvement

RSPH has a commitment to the continuing professional education of the existing public health workforce. As is fully described in Criterion 3.3, the school encourages and recognizes faculty involvement in workforce development activities such as contributing to public health practice through consultation and instructional programs (e.g., service learning, practica and theses) and delivering public health training programs funded through grants, contracts and formal agreements. For example, under the aegis of the Southeast Institute for Training and Evaluation (SITE), grants, contracts and cooperative agreements fund RSPH faculty members to design and instruct training for public health professionals. These courses bring faculty and practitioners into conversations about the translation of theory into practice. Courses taught recently include Basic Principles of Public Health (Part 1 and Part 2), Introduction to Public Health Policy, Public Health Advocacy and Policy Development, Introduction to Surveillance and Public Health Program Management.

Many full- and part-time faculty members are active in public health professional organizations, including the American Public Health Association, Georgia Public Health Association, Society for Public Health Education, American College of Epidemiology, American Sociological Society, American Anthropological Society and Academy Health.

d. Identification of outcome measures by which the school may judge the qualifications of its faculty complement, along with data regarding the performance of the school against those measures for each of the last three years.

The school measures the adequacy of the faculty using both individual and school-wide performance criteria. These performance criteria are briefly listed below.

Processes for the Assessment of Faculty Members' Performance

The quality and performance of *individual* faculty members are assessed by the following:

- All core tenure-track faculty members are required to hold a terminal degree in their field, and evidence of achieving such credentials is kept in personnel files.
- The performance of all faculty members with a primary appointment in a department is annually reviewed by their department chairs when they recommend salary adjustments.
- All faculty members teaching a course are expected to review their student course evaluations, and evaluations are shared with the department chair and executive associate dean for academic affairs. Faculty members are expected to address identified problems. The executive associate dean for academic affairs monitors problems reflected in evaluations and is responsible for assuring that the department chair works with the faculty member to remedy those problems or take actions to assure they do not persist. The associate dean communicates

his assessment of the instructional quality to the chairs, based on a review of student course evaluations, at the end of each semester. Those messages are available in the Resource Room.

- The record of teaching, research and service for all faculty members recommended for promotion in rank and tenure is reviewed by the senior members of departments, external experts in the field, the school's Appointment, Promotion and Tenure (APT) Committee and the dean. If tenure is recommended, the dossier is also reviewed by the executive vice president for health affairs, the University President's Advisory Committee, the provost and Board of Trustees.

Outcome Measures of Faculty Complement and School Performance

Outcome measures by which the school evaluates the qualifications of its faculty complement and performance include:

- Amount of sponsored research, total and per capita, each year. These data are presented in Section 3.1 of this document.
- Number (and per capita mean number) of published refereed articles as presented in Section 3.1 of this document.
- Recognition and honors given to faculty for their achievements in research, teaching, leadership or service, as illustrated in Section 4.2 and detailed in the school's *Annual Reports*. Copies of the *Annual Report* for the last three years are found in the Resource Room.
- Incidence or number of consultancies or technical assistance efforts of faculty members, as presented in Section 3.2 of this document.

Table 4.1d identifies the outcome measures used to evaluate the qualifications or performance of faculty over the past three years.

Table 4.1d: Outcome Measures to Evaluate the Qualifications of Faculty Complement and Performance

Table 4.1d: Outcome Measures to Evaluate the Qualifications of Faculty Complement and Performance				
GOAL & OBJECTIVE (from Matrix 1.2)	OUTCOME MEASURE	YEAR 1 2008-2009	YEAR 2 2009-2010	YEAR 3 2010-2011
<i>Goal II: Objective A: Recruit, develop and retain nationally and internationally regarded faculty members</i>	Proportion of recruited tenure-track faculty in the top 10% of the applicant pool	100%	100%	100%
	Number of significant regional, national or international awards or honors to faculty	23	21	17
<i>Goal II: Objective B: Advance public health discovery through externally funded scholarship</i>	Sponsored Awards:			
	• Total sponsored awards	\$60.0 m	\$64.6 m	\$76.1 m
	• Total research awards	\$46.9 m	\$52.9 m	\$65.4 m
	• Per capita research awards for tenured and tenure track faculty	\$603,620	\$639,710	\$723,927
	• Per capita research awards for all faculty who support the research program	\$364,617	\$377,766	\$441,157
• Increase in awards over previous year	12%	8%	18%	
<i>Goal II: Objective C: Disseminate research findings through publications</i>	Total and per capita (P/C) number of faculty published or accepted refereed articles	Total: 862 P/C: 8.3	Total:830 P/C: 6.6	Total:1228 P/C 9.3
	Number of faculty authored book chapters	133	88	74
	Number of faculty edited or authored books	12	10	14
	Number of faculty presentations at professional meetings	661	611	689
<i>Goal III: Objective B: Provide leadership to public health organizations and service that promotes the health of the community</i>	Number of faculty consultant functions performed that build capacity and/or facilitate programs in local, state, federal and international organizations and agencies	243	220	186
	Number of regional, national or international panels, boards or programs served by faculty	175	228	265
	Number of editorial board positions held by faculty	98	121	121
	Number of faculty serving on panels such as NIH study sections	19	44	50
	Number of leadership roles in professional associations held by faculty	21	43	53

Additional Outcome Measures of the Faculty Complement and School Performance

External Reviews: Every 5 years, a panel of external evaluators, appointed by the executive vice president for health affairs and the provost, reviews the school and the dean. This review requires the preparation of a self-study and a site visit. In addition, departments periodically receive external evaluations from outside experts.

The most recent department to be so evaluated was Environmental Health, a process conducted by the Laney Graduate School in assessing its capacity to offer doctoral training (2010).

Measures of Faculty Teaching Effectiveness: Course evaluations of the instructional program are routinely conducted at the end of each semester. Students assess courses on two scales (course and instructor) with 5 items per scale. Mean evaluations for all courses for the past 3 years are reported in the Outcomes Matrix (Table 1.2c) in Section 1.2 as well as in Criterion 4.2. Faculty set aside class time for completing web-based evaluations in the last sessions of each semester and most recently (fall semester, 2011), more than two-thirds of enrolled students completed evaluations in 82% of the classes. Mean evaluations of both instructors and courses by department are included in the school's annual reports. Copies of the *Annual Report* for the last three years are found in the Resource Room.

Graduating Student Exit Survey: As discussed in Section 4.6, students complete an anonymous web-based survey at the time of graduation. The results of this survey are shared with department chairs and administrators and circulated to faculty. This feedback is used to strengthen departmental goals and objectives for future academic years. The exit survey asks students to list faculty members who were particularly valuable in a variety of capacities, for example, faculty members who went above and beyond standard teaching expectations to assist in thesis or special study project research, career advancement or direction, as a classroom teacher or as a general advisor. The exit survey also asks students to list particular strengths and weaknesses of the academic program so that each year, the school can improve the overall satisfaction of its graduates. Reports for the past 3 years are available in the resource room on site. A copy of the most recent exit survey findings can be found in Appendix 4.1.d.

e. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- The school maintains a faculty with the competence to fully support the school's mission, goals and objectives.
- Students are trained by faculty with strong and diverse academic credentials, many with experience in applied public health settings, and who are complemented by adjunct faculty members who are professionals from public health agencies.
- Strategic growth in faculty over the last seven years has strengthened the school in specialized areas which has enabled us to expand our curriculum and research portfolio.

Lessons Learned:

- The school needs to be diligent in attracting and retaining a faculty complement that achieves balance in its missions of research, teaching and service.



4.2 Faculty Policies and Procedures

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

Required Documentation:

a. A faculty handbook or other written document that outlines faculty rules and regulations.

The policies for the appointment and promotion of qualified faculty are specified in the Rollins School of Public Health *Appointment, Promotion and Tenure (APT) Guidelines* (see Appendix 1.5.a and posted on the web at <http://www.sph.emory.edu/cms/about/documents/2011%20RSPH%20APT%20Guidelines.pdf>) and in the *Emory University Statement of Principles Governing Faculty Relationships* at <http://provost.emory.edu/faculty/Document%20clearinghouse/Index.html>. These policies address the appointment and promotion of all faculty categories. Both are included in the resource room on site and are also available on the web.

The school abides by all procedures and policies related to faculty employment identified in the *Emory University Employee Handbook* (<http://hr.emory.edu/eu/employeestoolkit/newhireresources/staffhandbook/>) and the *Emory University Faculty Handbook* (<http://provost.emory.edu/faculty/Document%20clearinghouse/Index.html>) on the web and available in the resource room on site.

Salary levels for faculty members are set in concert with Emory University's general salary structure. However, department chairs, with guidance from the dean, have broad latitude in negotiating items included in the recruitment packages as they attempt to hire full-time faculty members.

b. Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.

The RSPH supports faculty development in a number of ways, viewing this investment as one way of recruiting and retaining talented faculty members.

Support for Faculty Development by the Rollins School of Public Health

Technology Training: As part of its continuing professional education program, the school offers free ongoing seminars for all faculty members about ways to apply technology to teaching and research. The school's Office of Information Technology trains faculty on the use of new technology. For example, "classroom capture technology" allows faculty to record their lesson and guest lectures and replay at a later date.

In addition, the university and the school offers training for faculty members who want to incorporate web-based instruction in their courses. In addition, the Career MPH program employs a number of instructional designers and computer technicians who are available to faculty members for developing web-based instruction in that program; they are also available to assist faculty incorporate similar

technology into their traditional on-campus classes.

Seminars: During the academic year, some departments organize an ongoing seminar series, which features the research and public health service work of RSPH faculty members, advanced graduate students and guests. In 2010-2011, three departments offered weekly seminars, three departments scheduled seminars less frequently and numerous programs were sponsored by more than a dozen RSPH student organizations. In 2011, the school initiated a monthly grand round in which faculty members describe their ongoing programs of research. All RSPH faculty members may attend lectures, seminars and training programs sponsored by RSPH, other Emory schools and university-wide offices such as Emory's Center for Interactive Teaching.

Professional Meetings: Professional association meetings offer an opportunity for faculty to update knowledge and acquire additional training. Nearly all full-time faculty members participate in at least one professional meeting per year (as indicated in individual faculty annual reports). While many faculty members support travel to meetings through extramural funding, some departments provide support for travel and participation in professional meetings out of internal budgets or through start-up packages for professional development of newly appointed faculty.

Internal Funding for Research: The Center for AIDS Research (CFAR) makes NIH funds available to junior investigators who are launching new programs of research or pilot projects that are likely to result in larger, externally funded studies. The funds are awarded competitively to faculty members across the Woodruff Health Sciences Center. The Emory Prevention Research Center offers CDC funding for research proposals (Special Interest Projects) that address the Center's emphasis on cancer prevention or related studies.

Assistant Professor Support and Mentoring: At least once a semester, the executive associate dean for academic affairs meets with tenure-track assistant professors about topics pertaining to professional development. Where appropriate, the executive associate dean for academic affairs helps junior faculty seek guidance from a senior faculty member as a mentor. In response to interviews by the executive associate dean for academic affairs, more than half of the newly appointed faculty currently report having a mentoring relationship with a senior faculty member within the school.

The assistant professors are also given access to a professional grant-writer (paid by the school) who assists in the formulation of ideas and preparation of proposals for extramural funding.

Newly appointed tenure-track assistant professors (and some more senior appointees) are normally provided several years of partial salary support from internal school funds (departmental or central school funds) so that they may develop their own research or public health practice agenda. Internal sources of funding for new faculty lines include general tuition revenue, endowment accounts, endowment accounts from outside the school (e.g., Woodruff Health Sciences Center) and grants to the school from foundations. The school has also created endowed chairs for assistant professors, the *Rollins Assistant Professor Chairs*, to provide partial support for salary through the probationary pre-tenure years.

Junior faculty members commonly invite senior faculty to observe and evaluate their classroom instruction. Those peer evaluations are often found in teaching portfolios included in dossiers prepared for promotion reviews. Individual faculty members may request that the Emory University Center for Faculty Development and Excellence (CFDE) provide a senior teaching scholar to assess and advise them

on classroom instruction and approaches to teaching.

Development of Teaching Skills: The RSPH Teaching Subcommittee offers occasional sessions on teaching innovations. For example, faculty have offered seminars describing the application of problem-based learning for teaching biostatistics, the use of “clickers” among students for teaching courses in health management and finance and the application of technology for teaching in “smart” classrooms. Junior faculty are also invited to sit in on a “teaching skills” course offered annually by the school to doctoral students as part of a graduate school requirement. Faculty members sometimes invite peers to observe and evaluate their classroom. Junior faculty members often do this in preparing a portfolio of teaching accomplishments for promotion decisions.

Advancement of Associate Professors: Chairs meet with long-term (8 or more years in rank) associate professors to work on their plan for advancement to the rank of professor. Chairs are expected to establish a set of criteria for promotion and discuss with the faculty member plans to achieve them so that their academic advancement is not stalled at the associate professor rank. This activity is monitored by the executive associate dean for academic affairs who is accountable to the provost for this oversight.

Student Research Assistants: The school supports a number of students with funding that enable them to work as research assistants, thereby contributing to faculty activity in research and public health practice. For example the school awards entering merit scholarship students with stipends for work (approximately 10 hours per week) as a research assistant for a faculty member of their choice. Many students are given Rollins Practical Experience Program funds, in which the school shares a portion of the student’s salary with an employer. Some of those students find employment as research assistants to faculty members. School funds therefore subsidize faculty research and practice.

Support for Faculty Development by Emory University

Emory University Research Fund: RSPH faculty members have been recipients of support from the Emory University Research Fund. The University Research Committee dispenses these funds, roughly \$500,000 annually, to applicants, based on the assessed merit of proposed work. The Committee tends to favor new programs of research proposed by junior faculty and, in the sciences, projects that may result in additional external funding, e.g., promising pilot projects.

Office of University-Community Partnerships’ (OUCP) Community-Engaged Learning Initiatives: As described in section 4.1.c, the university offers funding to assist faculty in developing community-engaged learning in their courses, involving students in neighborhood groups, nonprofit organizations and public agencies. Three RSPH faculty members received such grants in 2010-11, and the school received a grant from the OUCP to develop the infrastructure for supporting community-engaged learning in curricular, co-curricular and extra-curricular activities.

Development of Teaching Skills: The University Teaching Fund provides faculty members with grants to develop new courses and curricula through an annual competitive application process. Several faculty members in the RSPH have, in recent years, received funds for teaching initiatives.

The university’s Center for Faculty Development and Excellence (CFDE), overseen by the senior vice provost, provides a range of opportunities for professional development among Emory University faculty. A number of RSPH faculty members have participated in CFDE-sponsored programs. They

include a range of teaching-related programs including Teaching Portfolio Workshops, Master Teacher Training Workshops and Luncheon Roundtables devoted to a discussion of issues pertaining to teaching. CFDE also sponsors the Teacher Scholars Program in which faculty members nominated by the deans of each school spend a year developing original programs to improve teaching and assist faculty members develop effective approaches to teaching. CFDE also arranges workshops on writing and composition and provides editorial assistance in preparing book manuscripts for publication.

Woodruff Leadership Academy: Each year, an RSPH faculty member or senior staff person is invited to join the Woodruff Leadership Academy. During the academic year, they join faculty and administrators from other schools and organizations that comprise the Woodruff Health Sciences Center in a continuing set of seminars and workshops on aspects of leadership, and collaborate on projects to apply those leadership skills. All members of the leadership academy are provided with a senior mentor to oversee their development in their respective roles.

Academic Leadership Program: Emory University solicits nominations from schools for faculty or staff to participate in a program that prepares them for administrative leadership in the university. The year-long program engages participants in the operation of the university and its policies and procedures. Skills useful for leadership roles are included in the training.

Professional Development Opportunities for Part-Time, Adjunct and Joint-Secondary Faculty

With some exceptions, faculty members with primary appointments in the RSPH (including part-time faculty) are eligible for all programs. Those holding adjunct faculty appointments are ineligible. Only tenure-track faculty members are eligible for University Research Funds.

c. Description of formal procedures for evaluating faculty competence and performance.

The school's procedure for evaluating faculty competency begins with an initial review during the appointment process. Information provided in this section is supported by the RSPH *Appointment, Promotion and Tenure Guidelines* posted on the web at <http://www.sph.emory.edu/cms/about/documents/2011%20RSPH%20APT%20Guidelines.pdf> and in Appendix 1.5.a. An overview of the process is as follows:

Faculty Appointments

All faculty members are evaluated at the time of an initial appointment. Following a search, department faculty must vote on whether to recommend an appointment. The department's recommendation, reflected in a letter from the chair, accompanies the dossier that is sent to the school's Appointments, Promotion and Tenure (APT) Committee. Contents of the dossier are listed in the *APT Guidelines*. (Departments recommend adjunct faculty appointments directly to the dean, and faculty appointments without tenure receive an expedited review by the APT Committee.)

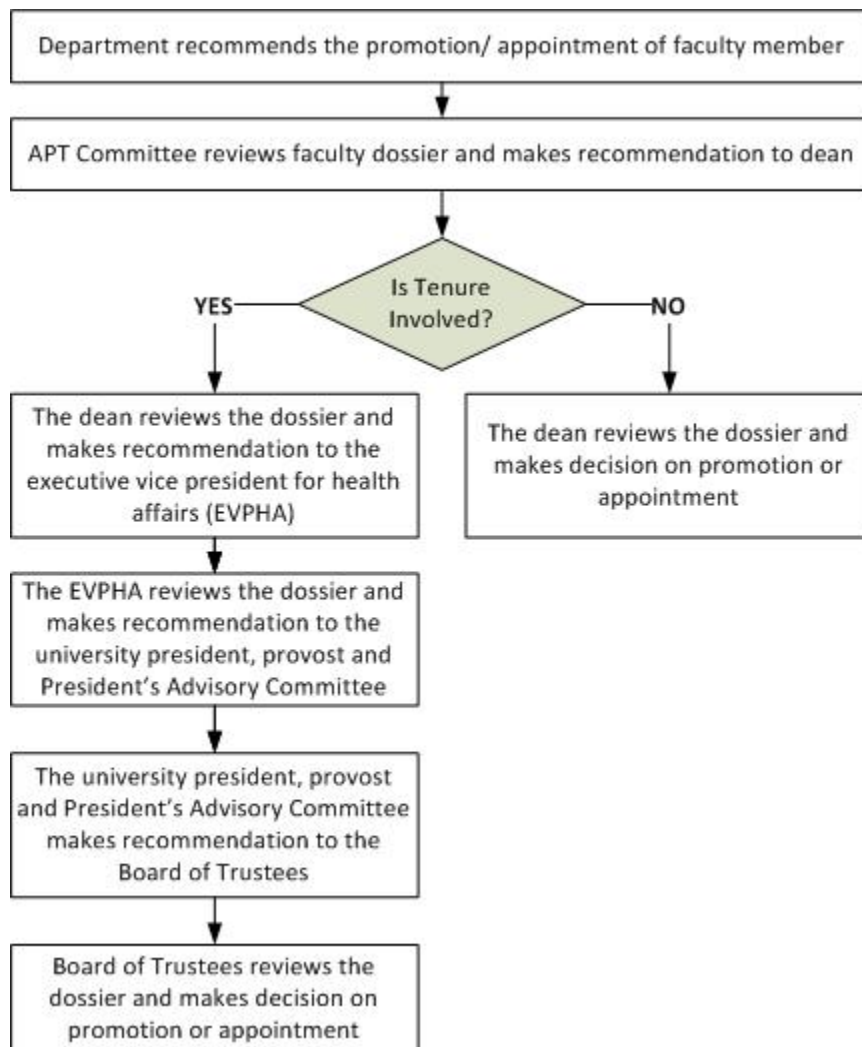
The APT Committee reviews the dossier and makes its recommendation to the dean. In the case of appointments with a recommendation of tenure, the dossier and dean's recommendations are sent to the executive vice president for health affairs and, if approved, to the Office of the Provost. The faculty member's record is then reviewed by the President's Advisory Committee (PAC), a university-wide faculty group, which makes its recommendation to the president and provost. If the president and provost accept a recommendation to approve from the PAC, a recommendation is made to the Emory Board of Trustees.

Faculty appointments and promotions in nontenure positions (clinical and research track, associates, lecturers, etc.) generally follow the same procedures as tenure-track appointments and promotions except that the process ends with a decision by the school’s dean, i.e., it is not reviewed outside the school. The dean has authority to make, at the request of departments, “administrative appointments” of faculty with unique qualifications, and those appointments do not require a formal search process.

(However, such appointments must be reviewed and approved by the university Equal Opportunity Programs Office.) The content of dossiers and certain aspects of evaluation may differ, as indicated in the APT Guidelines. Since nontenure-track appointments are annually renewable, the school must annually reappoint nontenure-track faculty members for a 1-year term.

To illustrate the process of faculty promotion and appointment, please see diagram 4.2c below:

Diagram 4.2c: Process of Faculty Promotion and Appointment



3-Year Evaluation of Tenure-Track Assistant Professors

Assistant professors hired in the tenure-track position receive a formal “mid-course” evaluation at the end of 3 years of service. Such faculty members submit a dossier to their department chair, reflecting their work for the initial years of their appointment. Senior faculty members review the dossier, and each contributes an assessment to the department chair. A composite assessment of achievement is written by the chair and submitted, with the dossier, to the school’s Appointments, Promotion and Tenure Committee. Based on the committee’s independent assessment of the faculty member’s progress towards a promotion, the executive associate dean for academic affairs composes a letter to the department chair, which is shared with the faculty member. The letter includes the committee’s assessment of progress and recommendations to the faculty member for improving his or her performance. Details describing the procedure and contents of the dossier are included in the *APT Guidelines*.

Faculty Promotions in Rank and Tenure

Summary of promotion and tenure process as well as appointments with tenure is as follows:

- Candidate prepares dossier of accomplishments in teaching, research and service
- Senior department faculty members decide whether to initiate a promotion process (if so...)
- Executive associate dean for academic affairs solicits six external evaluation letters
- Senior department faculty review dossier and external letters and decide whether to recommend promotion (and tenure) based on excellence or very good teaching, research and service (if so...)
- Department chair forwards dossier (with external letters) along with the department’s letter of recommendation to the executive associate dean for academic affairs
- RSPH Appointments, Promotion and Tenure Committee reviews department recommendation and dossier and makes its recommendation to the dean
- If the dean accepts a positive recommendation for promotion and tenure, he forwards the dossier (including a record of the department and APT committee recommendations) with his own letter of recommendation through the executive vice president for health affairs (i.e., co-signed) to the office of the provost
- Provost refers the dossier and dean’s letter to the President’s Advisory Council for their assessment of whether the case for promotion (and tenure) is well documented
- President and provost consider the consultation of the PAC and if in support of the promotion (and tenure), make their recommendation to the Board of Trustees

Promotion and tenure require documented excellence in at least one of the three areas of teaching, research or service, and evidence of “very good” performance in the others. Also considered for tenure is the extent to which faculty are able to sustain external support for their programs of research or practice and their effort on those projects. The criteria and methods of assessment are included in the *APT Guidelines* and summarized below.

Criterion 1 – Teaching: One criterion for academic advancement is teaching, in all its diverse forms, including classroom instruction, continuing education, preparation of teaching-related materials, mentoring and advisement of students and individual thesis or dissertation supervision. An ad hoc committee on teaching developed specific guidelines for the assessment of excellence or very good performance in teaching, which are included in the *APT Guidelines*.

Criterion 2 – Research: A second criterion for promotion is original and creative research, defined as substantive generation of new knowledge. Excellence in research may be reflected in refereed publications, peer-reviewed research funding, etc., and must be evaluated as such by leading experts in the field. The guidelines for the assessment of excellence and very good research are included in the *APT Guidelines*.

Criterion 3 – Service: The final criterion is service or public health practice. Excellent service requires the documentation of practice-based activities that have a demonstrated substantial impact on the improvement of public health and/or the effectiveness of organizations and programs that deliver services to improve public health. The guidelines for the assessment of excellence and very good service were developed by an ad hoc committee on service and are reflected in the *APT Guidelines*.

Appointments or promotions with tenure require assessments from six experts who typically are senior faculty and leading scholars in the candidate's field. The evaluations are intended to be "arms-length" and thus the evaluators may not be collaborators or former mentors of the candidate. The external evaluators are given the dossier describing the candidate's accomplishments in teaching, service and research; the school's promotion criteria; the candidate's CV; representative publications; and a personal statement from the candidate describing his or her accomplishments. These evaluations are solicited by the executive associate dean for academic affairs based on a set of names recommended by the candidate, senior department faculty members and the chair.

Promotions are initiated and recommended by departments, then reviewed by the school's Appointments, Promotion and Tenure Committee, which makes its recommendation to the dean. If tenure is involved, the dean's recommendation with the full dossier must be sent to the Health Sciences Center for the approval of the executive vice president for health affairs and then to the Office of the Provost, where it is reviewed by the President's Advisory Committee (PAC). If the PAC believes that the case for promotion is adequately documented, the president and provost make their recommendation to the Board of Trustees for their decision. In the past, no recommendation for promotion in rank or tenure by the RSPH has been denied by the Woodruff Health Sciences Center or Emory University.

Faculty Annual Evaluations

Tenure-track faculty members are annually evaluated by chairs when they make recommendations for salary adjustments. All faculty members with tenure-track appointments provide annual reports to their chairs, normally each June, following a format provided by the school. (The Annual Report form is included in the Appendix 4.2.c.) Chairs transmit their assessment of performance to the faculty member in various ways, including individual meetings or letters.

Nontenure-track faculty members annually report their accomplishments in the same format as tenure-track faculty. Their annual reviews also follow the same process as tenure-track faculty. Certain nontenure-track faculty members who are working primarily under the supervision of a tenure-track faculty member, often a principal investigator on a research project, receive evaluations from the department chair that reflect the assessment of the supervising faculty member.

Department chairs and assistant and associate deans are evaluated by the dean. At the start of the academic year, chairs and assistant/associate deans submit their goals and objectives. At the conclusion of the academic year, the dean assesses the performance of those individuals based on their goals and

objectives and recommends merit salary adjustments based on that assessment.

A growing concern within the leadership of the school is ensuring a productive research, teaching, and service environment for the growing number of junior faculty. To this end, many of the discussions during the fall 2011 Dean and Chairs retreat were focused on the opportunities and challenges of mentoring of junior faculty and how to better engage senior faculty in this process.

Dean's 5-Year Review

The provost and executive vice president for health affairs review the dean of the RSPH every 5 years. This evaluation normally includes a review of the school itself, as well as its leadership. The provost and executive vice president appoint a team of external evaluators (e.g., deans and leaders of other institutions). They also appoint a committee within the school to collect relevant background information and to write an assessment of the school's current strengths, weaknesses, opportunities and threats. The self-study and background information is provided to the external evaluators prior to a site visit. The appointed committee, in collaboration with the provost and executive vice president, organizes a series of meetings that become part of a site visit of 1 or 2 days.

Following the site visit, external evaluators report to the provost and executive vice president. The provost and executive vice president also solicit letters evaluating the dean from all faculty and administrators within the school, and the deans of other Emory schools. On the basis of this information and their own judgment, the executive vice president and provost may reappoint the dean for a period of 5 years or terminate the appointment. The document prepared for the most recent 5-year review of the dean and school along with the external evaluators' report is available in the resource room on site.

d. Description of the processes used for student course evaluation and evaluation of teaching effectiveness.

Course Evaluation Process

At the end of each semester, students are requested to complete a web-based evaluation of each course. Teaching faculty set aside time during class sessions in the final weeks of the course for students to complete the online evaluation. (Prior to fall semester, 2011, students were asked to complete online evaluations outside of class but many classes had response rates of less than two-thirds of enrolled students. In fall semester, 2011, over two thirds of the students responded in 82% of the classes.)

Students rate the course and the instructor, each on 5-single item Likert scale developed by a faculty committee. Students are also asked for open-ended comments on what went well and what could be improved. The results are available for viewing on the web by the instructor, the department chair and executive associate dean for academic affairs. The mean scores from course evaluations are always available for student viewing; open-ended question responses are available only if 67% or more students complete the course evaluations. With the new methodology for completing the course evaluations, the likelihood of the availability of the open-ended comments will increase.

Faculty members are expected to review their evaluations and make adjustments to remedy any problems. The executive associate dean for academic affairs reviews all course evaluations and sends a written assessment to the department chair indicating any problems that may require an intervention. The executive associate dean for academic follows up with the chair to make sure those problems are remedied as necessary. Remedies may include assisting the faculty members to improve certain skills,

helping to better design the course, assigning the faculty member different courses or, in the case of adjunct faculty members, not inviting them back to teach.

Some faculty members supplement the school course evaluations with their own data collection. One department (BSHE) encourages its faculty to conduct mid-course evaluations and requires it of all instructors in their first semester of teaching. All CMPH courses have evaluations in the middle and at the end of the semester.

The school’s course evaluation survey is included in Appendix 4.2.d.1. Course evaluations for the past 5 years and communications on the evaluations to each chair by the executive associate dean for academic affairs are in the resource room available on site. Table 4.2d reports the mean course evaluations on the course and instructor scales for the past three years.

**Table 4.2d: Mean Scale Scores on Student Course Evaluations
(On a scale of 1 – 5 where 1 signifies a poor rating and 5 indicates excellence)**

Mean Student Course Evaluation Scores						
	2008 - 2009		2009 - 2010		2010 - 2011	
	Fall	Spring	Fall	Spring	Fall	Spring
Courses	3.92	3.91	3.97	3.97	4.01	4.00
Instructors	4.07	4.09	4.16	4.17	4.17	4.16

Exit Survey

Graduating students are requested to complete an anonymous web-based survey at the time of graduation. The survey addresses any issues related to the quality of the academic program and support services. It also allows students to identify faculty members who were excellent resources as thesis advisors, classroom instructors, career advisors and mentors. Students are also asked to list particular strengths and weaknesses of the school for continued improvement of the program. The findings are shared with chairs and administrators and are also available to faculty, student services staff and the ADAPs. The findings enable the school to monitor its outcomes on goals and objectives. The exit survey is included in Appendix 4.2.d.2. Responses to both open- and closed-ended survey questions for the past 3 years are in the resource room available on site.

e. Description of the emphasis given to community service activities in the promotion and tenure process.

The *APT Guidelines* refer directly to excellence in service as a means of promotion and tenure. The guidelines indicate that excellence in service, a basis for promotion and the award of tenure, requires the documentation of practice-based activities that have a demonstrated substantial impact on the improvement of public health and/or the effectiveness of organizations and programs that deliver services to improve public health. The guidelines further state that the contributions should have a scholarly origin, in that they significantly advance knowledge or techniques in the field, should be disseminated in writing and be recognized by peers in the field of academic public health as significant and substantial. The *guidelines* require that all faculty be at least *very good* in service and define methods of measuring this level of performance.

The other two criteria for promotion may also involve community service. As the *APT Guidelines* indicate, teaching includes performance in continuing education, offering professional workshops, development of materials for training or instruction of the public health workforce through web-based instruction. Research includes the published evaluation, description and analysis of programs designed to promote the health of a community, policy analyses and assessments of scholarship with recommendations for practice.

While excellence in research has been the most common rationale for promotion, in the past 3 years two faculty members were also promoted to the rank of associate or full professor based on excellence in service, as evaluated by the school.

f. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- Policies and procedures for the recruitment, appointment and promotion of qualified faculty are clearly articulated and consistent with the policies and procedures of the university.
- The school and university offer a number of programs to train and support the professional development and advancement of faculty.
- Faculty have developed guidelines enabling the assessment of teaching, research and service as they may merit promotion and tenure.
- All courses are evaluated by students, and department chairs and faculty are held accountable for monitoring quality and addressing identified problems.

Lessons Learned:

- The growth in numbers of tenure-track junior faculty opens the opportunity for senior faculty to assume the role of mentors for successful promotion and tenure.
- The ability to establish effective mentoring relationships and/or programs within the school and departments is challenging because the rapport between mentor and the mentee is not easily assigned nor matched.
- Setting aside protected time for completing courses evaluations increases the response rate, which in turn, increases students' access to information regarding the quality of the course.



4.3 Faculty and Staff Diversity

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

Required Documentation:

- a. Summary demographic data on the school’s faculty, showing at least gender and ethnicity; faculty numbers should be consistent with those shown in the table in 4.1.a. Data must be presented in table format.

Table 4.3.a describes the background of faculty by gender and race/ethnicity. As this chart presents faculty background on only two dimensions, it may underestimate the actual diversity by age, sexual preference, academic discipline, country of origin, religion, etc. For example, 31% of the tenured or tenure-track faculty were born or lived a portion of their lives in a country outside the United States and those with non-US origins hold appointments in every academic department.

Table 4.3a: Summary Demographic Data – Faculty (2010 – 2011)

Summary Demographic Data for Current Core and Other Faculty						
	Core Faculty		Other Faculty		TOTAL	
	#	%	#	%	#	%
# % Male	79	54.9%	66	54.1%	145	54.5%
# % African American Male	1	0.7%	1	0.8%	2	0.8%
# % Caucasian Male	54	37.5%	60	49.2%	114	42.9%
# % Hispanic/Latino Male	4	2.8%	3	2.5%	7	2.6%
# % Asian/Pacific Islander Male	20	13.9%	2	1.6%	22	8.3%
# % Native American/Alaska Native Male	0	0.0%	0	0.0%	0	0.0%
# % Unknown/Other Male	0	0.0%	0	0.0%	0	0.0%
# % International Male	0	0.0%	0	0.0%	0	0.0%
# % Female	65	45.1%	56	45.9%	121	45.5%
# % African American Female	4	2.8%	4	3.3%	8	3.0%
# % Caucasian Female	49	34.0%	49	40.2%	98	36.8%
# % Hispanic/Latina Female	2	1.4%	2	1.6%	4	1.5%
# % Asian/Pacific Islander Female	10	6.9%	1	0.8%	11	4.1%
# % Native American/Alaska Native Female	0	0.0%	0	0.0%	0	0.0%
# % Unknown/Other Female	0	0.0%	0	0.0%	0	0.0%
# % International Female	0	0.0%	0	0.0%	0	0.0%
TOTAL	144	100%	122	100%	266	100%

Of the 144 core faculty, 62% are on the tenure track and 38% hold non-tenure track lines. Among the 89 core tenure track faculty members, 64% are tenured and 36% are untenured. Gender and race/ethnicity are presented in the following 2 tables (Table 4.3a.i and Table 4.3a.ii), for each category, non-tenure track, tenured and untenured in the tenure track.

Table 4.3a.i: Core Faculty Rank by Gender

Gender	Faculty Rank			Totals
	Tenured	Untenured Tenure-Track	Non-tenure Track	
Female	21 (37% of 57)	18 (56% of 32)	26 (47% of 55)	65
Male	36 (63% of 57)	14 (44% of 32)	29 (53% of 55)	79
Total	57 (40% of 144)	32 (22% of 144)	55 (38% of 144)	144

Table 4.3a.i: Core Faculty Rank by Race/Ethnicity

Race/ Ethnicity	Faculty Rank			Totals
	Tenured	Untenured Tenure-Track	Non-tenure Track	
White	45 (79% of 57)	20 (63% of 32)	38 (69% of 55)	103
Hispanic	2 (4% of 57)	1 (3% of 32)	3 (5% of 55)	6
Black	3 (5% of 57)	0 (0% of 32)	2 (4% of 55)	5
Asian	7 (12% of 57)	11 (34% of 32)	12 (22% of 55)	30
Total	57 (40% of 144)	32 (22% of 144)	55 (38% of 144)	144

A larger proportion of females are untenured tenure-track faculty (56%) than tenured faculty (37%) and a larger proportion of Asians are untenured tenure-track faculty (34%) than tenured (12%), suggesting that the school will achieve greater diversity by gender and ethnicity among tenured faculty in the future. The same is not true, however, for Hispanic and African-American faculty members. It should be noted that during the current academic year, the school recruited an additional African-American faculty member at the associate professor level.

There has been a concerted effort to encourage long-term tenured associate professors, many of whom are women, to seek promotion to full professor. In the past three academic years eight tenure track faculty members received tenure and/or were promoted in rank with tenure. Of those, three (37.5%) were women and one was Asian.

b. Summary demographic data on the school’s staff, showing at least gender and ethnicity. Data must be presented in table format.

Table 4.3.b. describes the background of staff by gender and race/ethnicity.

Table 4.3.b: Summary Demographic Data – Staff* (2010 – 2011)

Summary Demographic Data for Full-Time Staff*		
	Full-Time Staff (#)	TOTAL
# % Male	60	19%
# % African American Male	20	6.4%
# % Caucasian Male	29	9.2%
# % Hispanic/Latino Male	5	1.6%
# % Asian/Pacific Islander Male	5	1.6%
# % Native American/Alaska Native Male	0	0.0%
# % Unknown/Other Male	1	0.3%
# % International Male	0	0.0%
# % Female	255	81%
# % African American Female	87	27.6%
# % Caucasian Female	133	42.2%
# % Hispanic/Latina Female	7	2.2%
# % Asian/Pacific Islander Female	24	7.6%
# % Native American/Alaska Native Female	2	0.6%
# % Unknown/Other Female	2	0.6%
# % International Female	0	0.0%
TOTAL	315	100%

* Staff is defined as those individuals not defined as students or faculty.

c. Description of policies and procedures regarding the school’s commitment to providing equitable opportunities without regard to age, gender, race, disability, sexual orientation, religion or national origin.

Policies and procedures about the school’s commitment to equitable opportunities are stated in the *Emory University Human Resources Policies and Procedures Manual*, available on site and on the web at <http://policies.emory.edu/>. Emory University’s Office of Equal Opportunities Program (EOP) administers and oversees compliance with the policies and procedures, monitoring all faculty searches. The RSPH, as discussed in Section 1.3, follows university procedures related to personnel issues.

d. Description of recruitment and retention efforts used to attract and retain a diverse faculty and staff, along with information about how these efforts are evaluated and refined over time.

The RSPH applies policies and procedures adopted by the university to ensure access, equality and inclusion among a diverse population of students, faculty and staff. Emory’s Department of Human Resources monitors and reports to the school on the impact of its policies about staff appointments, as does the Office of Equal Opportunities Program on faculty recruitment and advancement.

The Office of the Provost, through its Faculty of Distinction Program, assists schools in recruiting exceptional faculty members with a fund that may be used to supplement school resources. This includes resources to assist in recruiting faculty who add to the diversity of the university community. The RSPH has successfully obtained some of those resources over the past 3 years in its recruitment of faculty members. The Office of the Dean will also assist departments in the recruitment of exceptional faculty, particularly if they contribute to the diversity of the school.

The RSPH has several opportunities for staff development. Emory provides a courtesy scholarship program that allows faculty and staff employed more than one year to take up to 5 credits per semester at no cost. The Emory Human Resources offers a number of learning opportunities including open enrollment classes, customized workshops, performance consulting and facilitation services. A complete listing is available in the resource room.

In addition to these instructional opportunities, staff participate regularly in national meetings such as APHA and ASPH. Staff are also sent for specialized training to acquire necessary skill. For example Information Technology staff attend week-long courses to learn specific software. Many staff also take advantage of the large number of seminars and lectures that are held within the School.

e. Description of efforts, other than recruitment and retention of core faculty, through which the school seeks to establish and maintain an environment that supports diversity.

Under the direction of the senior vice provost for community and diversity, the Office of Community and Diversity oversees a number of offices and programs that contribute to making Emory University a diverse and inclusive campus for faculty, students and staff. The office works primarily in four areas:

- Center for Women at Emory (CWE) promotes gender equity throughout the university by providing resources and skill-building opportunities. Examples of programs and services at the Center include fellowships and scholarships to support scholarship on women and gender and its application, leadership preparation and practical education seminars related to women's financial, spiritual and mental wellbeing.
- Office of Disability Services (ODS) assists qualified students, faculty and staff in obtaining equal access and reasonable accommodation. It focuses on campus access and barrier removal, educational accommodations, assistive technology, resources and advocacy, ADA compliance, mobility and transportation, residential life accommodations, workplace accommodations and outreach educational programs.
- Office of Equal Opportunity Programs (EOP) protects historical, legal and ethical principles of openness and nondiscrimination while advancing a broad vision of inclusion. EOP develops and distributes Emory's Affirmative Action Plan, designs and delivers programs to promote diversity and inclusion throughout the university, upholds Emory's Equal Opportunity Discriminatory Harassment Policy and monitors Emory's hiring process and procedures designed to support access, equity and inclusion.
- Office of University-Community Partnerships (OUCP) is a centralized resource for integrating Emory's teaching and research activities with service that benefits the Atlanta community and beyond. It provides teaching and research mini grants, faculty development and training workshops, technical assistance and project development and supports graduate teaching and research fellows. OUCP provides resources to the RSPH to engage students in community programs as part of classroom activities and in field practice and volunteer involvement.

Three Presidential Commissions oversee and advise the university administration on the status of categories of faculty, staff and students on campus and the need for programs to assure access, inclusion and equality. RSPH faculty members serve on these commissions.

- The President’s Commission on the Status of Race and Ethnicity serves as a forum for discussion and analysis of issues of race and ethnicity on campus and of national import; develops and supports programs and activities that enhance the presence of persons of color and strengthen the community of color at Emory; gathers data; and conducts studies and recommends actions that improve the representation, development and success of people of color in the Emory community.
- The President’s Commission on the Status of Women identifies and researches issues that pertain to gender equity at the university; conveys information about resources, policies and programs relating to women’s issues; develops and supports education and awareness programs related to women and gender; and advocates for recommendations to improve the quality of life of women faculty, staff and students.
- The President’s Commission on Sexuality, Gender Diversity, and Queer Equality advises the President on matters of sexuality, gender diversity and queer equality; serves as a catalyst for the development of intentional university initiatives that support and engage sexual and gender diversity and queer equality; identifies, researches and communicates issues and opportunities pertaining to queer communities at Emory; and recommends actions within the university that will improve the quality of life and full inclusion of queer individuals and communities.

In 2008, Emory created an institution-wide initiative, Race and Difference. It is collaborating with schools and departments, using resources allocated by the Office of the Provost, to recruit faculty members who contribute to the scholarship of race and difference. It offers seed grants to faculty members to support research exploring the intersection of race and difference and sponsors programs and seminars on related topics.

The Laney Graduate School (LGS) provides “Diversity Scholarships” for outstanding students from underrepresented minority backgrounds who are enrolled in doctoral studies. Doctoral programs, including those in public health, receive additional stipends from the LGS to support students from underrepresented minority backgrounds. This initiative is intended to contribute to the diversity of professionals with doctoral training in the field.

f. Identification of outcome measures by which the school may evaluate its success in achieving a diverse faculty and staff, along with data regarding the performance of the school against those measures for each of the last three years.

The school uses two outcome measures to monitor its progress toward achieving a demographically diverse faculty (see Table 4.3f). These measures are:

- Monitoring the overall number of minority and female faculty members and those who hold leadership positions; and
- Benchmarking the RSPH demographic diversity with Emory University and other major academic universities

Table 4.3f: Outcome Measures Used to Evaluate its Success in Achieving a Diverse Faculty and Staff

Outcome Measures Used to Evaluate its Success in Achieving a Diverse Faculty and Staff				
GOAL & OBJECTIVE (from Matrix 1.2)	OUTCOME MEASURE	YEAR 1 2008-2009	YEAR 2 2009-2010	YEAR 3 2010-2011
<i>Goal IV: Objective D: Attract and retain a faculty and staff with diverse backgrounds</i>	Proportion of minority faculty members	20%	25%	20%
	Proportion of women faculty members	46%	45%	47%
	Proportion of minority staff members	43%	49%	49%

Monitoring the Number of Minority and Female Faculty Members, and Those in Leadership Positions

As shown in Table 4.3a and above in 4.3f, the proportion of African American, Asian, Hispanic and female full-time and part-time faculty members have remained relatively stable during a 3-year period of faculty growth, in spite of efforts to recruit a higher proportion of nonwhite and female faculty members. As of September 2011, 2 of the 15 department chairs and senior administrators (dean, associate or assistant dean) were minority faculty members, and 6 were women. See Appendix 4.3.f.

Benchmarking the RSPH Demographic Diversity with Emory University and Other Major Academic Universities

Ideally, the school would like to benchmark the diversity of its faculty against other accredited schools of public health and the Association of Schools of Public Health, but comparable data are not available. Nevertheless, the RSPH is able to compare the ethnic and gender composition of its full-time tenure and nontenure-track faculty with faculty in Emory University and all US institutions of higher education.

Overall, Table 4.3f.i indicates that at present, the RSPH has a higher proportion of female faculty members but a lower proportion of African-American faculty members than Emory University as a whole and is roughly comparable to the most recent figures for all US higher education provided by the Department of Education.

Table 4.3f.i: Comparison of the Composition of Full-Time Faculty in the RSPH with Full-Time Faculty at Emory University and all US Faculty in Higher Education

	RSPH All Full-Time Faculty	Emory University All Full-Time Faculty	Full-Time Faculty at US Universities
Year: 2008-2009	N = 149	N = 3239	N = 691,588*
% Female	46%	40%	42%
% African-American	5%	7%	6%
% Non-white	15%	20%	17%
Year: 2009-2010	N = 154	N = 3325	N = 712,919**
% Female	45%	40%	43%
% African-American	5%	7%	6%
% Non-white	20%	21%	18%
Year: 2010-2011	N = 167	N = 3328	***
% Female	47%	40%	
% African-American	4%	7%	
% Non-white	22%	22%	

* Source: US Department of Education (DOE), fall 2007 (the DOE did not collect data for fall 2008)

** Source: US Department of Education (DOE), fall 2009 (most recently available data)

*** No data available from the US Department of Education for fall 2010

g. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- The school recruits, retains and promotes a relatively diverse faculty and staff who work in a setting with policies and procedures that assure equitable opportunities.
- Women are well represented on the faculty. There has been a concerted effort to encourage long-term tenured associate professors, many of whom are women, to seek promotion to full professor.

Lessons Learned:

- The proportion of faculty members from under-represented minorities should be higher.
- In a global environment, diversity takes on additional meaning. Nearly one-third of the tenured or tenure track faculty originate from outside the US and hold appointments in every department, an aspect of diversity that adds to the richness of our academic environment.



4.4 Student Recruitment and Admissions

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

Required Documentation:

a. Description of the school's recruitment policies and procedures.

The school seeks students with qualities that include the motivation and ability to achieve in a graduate academic program, along with a firm commitment to public health, as evidenced by their interests, backgrounds and experiences. The school attempts to reach a wide audience of prospective students in its recruitment efforts and adheres to Emory University's Affirmative Action and Equal Opportunity policies in all its recruitment activities. The RSPH recruits and admits qualified students regardless of race, ethnicity, religion, sex, sexual orientation, national origin, age, disability or veteran's status.

Department chairs, in consultation with the school's administration, set annual "enrollment targets" for the numbers of MPH/MSPH students each department desires. The enrollment targets are based on the capacity of the current faculty complement to provide quality instruction and the qualifications of the applicant pool.

Organization of Recruitment Activities

Recruitment of MPH/MSPH students is under the supervision of the RSPH associate dean for admission and student affairs. The Office of Admissions and Student Services staff oversees the recruitment and admission process and also provides assistance to students from outside the US. The assistant/associate directors of academic programs (ADAPs) work collaboratively with the Office of Admissions and Student Services to provide departmental support for recruitment and admission activities.

The school participates in the Schools of Public Health Application Service (SOPHAS), a central application for accredited schools of public health. (The associate dean for admission and student affairs has been a national leader in the development and implementation of SOPHAS.) Prospective students may learn about the school through a variety of options including walk-in requests, information sessions and web-based and emailed requests for information. Prospective MPH/MSPH students may request an Admission Guide through a web-based form. Prospective student contacts are tracked through the student information system, PeopleSoft. Recruitment material, including a DVD, is distributed to prospective students at information sessions and fairs and is also available on the website at: http://www.sph.emory.edu/cms/prospective_students/media/promoting_video.html.

Doctoral programs initiate their own recruitment efforts under the direction of each department's director of graduate studies (DGS). Doctoral programs reside in the Laney Graduate School, which provides funding for recruitment materials and campus visits by prospective students.

Recruitment Activities

Information Sessions and Off Campus Recruitment: The Office of Admissions and Student Services participates in recruitment fairs and campus information sessions throughout the year (see http://www.sph.emory.edu/cms/prospective_students/admin_events_archive.html). In addition, some departments recruit at meetings associated with their specialties, e.g., American Public Health

Association, Society of Public Health Education and National Environmental Health Association. RSPH also hosts monthly information sessions providing an overview of the school, a panel session with key staff and students, and a tour highlighting the key student resources of the RSPH Complex. See: http://www.sph.emory.edu/cms/prospective_students/admissions/visiting_campus.html

RSPH sponsors two major recruitment events on campus each year – an Open House in the fall for prospective students and Visit Emory! in the spring, for accepted applicants.

Open House: The fall Open House, which attracts more than 200 attendees, is designed to stimulate interest in public health, and specifically in the RSPH programs, among prospective students. The school advertises the event via its website and sends invitations to area colleges and universities and to students who have requested application information. The day-long Saturday program includes speakers on public health, employment opportunities in public health and the school's degree programs. Students have an opportunity to meet with RSPH students, faculty and the assistant/associate director of academic programs (ADAP) from any area of study in which they have an interest. In 2009 and 2010, the school received grant funding through the Association for Schools of Public Health and the Centers for Disease Control and Prevention to support the Open House, and expanded the event's focus by inviting pre-health advisors from undergraduate programs across the country to learn about the field of public health. The event was titled, *Destination Public Health*.

Visit Emory!: Each spring, the school hosts *Visit Emory!* for all applicants who have been accepted for admission to the school to assist them in making a decision about whether to enroll at RSPH. All interested individuals are welcome to attend this annual 2-day event held on a Thursday and Friday. This program focuses on the school and its academic programs, as well as its setting within Emory University and the value of its proximity to the Centers for Disease Control and Prevention, American Cancer Society, CARE, and health agencies at the federal, state and local levels. Prospective students have an opportunity to meet with school administrators, faculty, department/program ADAPs and current students to learn about curricular and to explore research opportunities. Tours of campus, local residential options and the CDC Global Odyssey Museum are a few of the activities offered during the event. The dean and department chairs invite all merit scholarship finalists to a reception in an effort to recruit the top candidates to the school during Visit Emory!

Rollins Student Ambassadors and Campus Visits: In addition to these events, the Rollins Student Ambassadors, coordinated by the associate director for recruitment, offer tours of campus to prospective students. The Student Ambassadors are also available throughout the year to answer prospective students' questions via phone, email or the Student Ambassador Facebook page. Some department ADAPs also sponsor Facebook pages where student government department representatives answer prospective students' questions.

Interest in RSPH programs continues to increase. Table 4.4a shows an increase in attendance at each of the school's major recruitment events.

Table 4.4a: Attendance at Recent Open House and Visit Emory! Day Events

Number of Attendees		
Academic Year	Open House (Fall)	Visit Emory! (Spring)
2008-2009	155	265
2009-2010	169	335
2010-2011	211	351

b. Statement of admissions policies and procedures.

Application

Decisions to admit are made by faculty in the department to which the student applies. Departments normally admit applicants starting in the fall semester. Applicants use the SOPHAS (School of Public Health Application Service) application. The deadline for the receipt of the completed application and all required supporting documents for fall semester is early January (in 2012, January 10). The deadline for students applying to the CMPH program is April or May. Applicants are admitted on a space-available basis after the deadline. SOPHAS charges an application fee of \$115 for the first application and \$40 for each additional application.

Required application components include:

- Application form
- Narrative essay
- Two official transcripts from each post-secondary institution attended
- Two letters of recommendation
- Graduate-level entrance examination score report when required by the department (normally the Graduate Record Examination)

Additional International Requirements

- Official TOEFL or IELTS Scores
- Official Transcript Evaluation by World Education Services or comparable agency
- Financial Certificate and Financial Verification Process (required upon admission)
- Visa Information Sheet (required upon admission)

Admission Requirements for the MPH/MSPH Programs

Minimum requirements for admission include the following:

- Satisfactory completion of a 4-year baccalaureate degree or its equivalent
- Strong interest in a public health career and demonstrated involvement in public health or comparable activities
- Minimum undergraduate grade point average (GPA) of 3.0
- Graduate Record Examination (GRE) scores
 - Applicants who have completed doctoral-level degrees at U.S. Institutions are not required to submit GRE scores. Test score requirements by degree program are listed on the Emory-RSPH profile within the SOPHAS website at <http://www.sophas.org/schools/emory.cfm>. Departments participating in dual-degree programs accept entrance examinations required by the other degree program in lieu of the GRE.
 - Minimum scores desired vary by department and are considered in the context of the complete application.

Desirable attributes:

- Work or academic experience in the health field is highly desirable but not required
- Preference is given to students who have advanced training and applied experience

The program encourages applications from international students who are proficient in speaking, reading, writing and understanding the English language. All applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) and to earn a minimum score of 79 - 80 on the internet-based exam. The International English Testing System (IELTS) may be accepted in lieu of the TOEFL exam. International applicants must submit Financial Certification forms ensuring that they have available funds to pay tuition and living expenses.

Admissions Decisions for the MPH/MSPH Programs

Weekly electronic mailings of applications are received from SOPHAS, loaded into the PeopleSoft database, reconciled for complete information and forwarded to the selected department for review. Each department has a process by which the faculty (typically as members of a committee) review applications and the department makes admission decisions. If a department rejects an applicant and the applicant has indicated a second preference, the application materials are forwarded to the second department. When an admission decision is made, the department forwards the information to the associate dean for admissions and student affairs who formally notifies the student of the outcome. Applicants who apply by the deadline are normally informed of their admissions status within 4-6 weeks of receipt of the application.

Scholarship Awards for MPH/MSPH Applicants

The school allocates a limited amount of merit scholarship support for master's level applicants. Available scholarships are listed in the school's catalog. Departments rank their most academically qualified applicants and forward them to the executive associate dean for academic affairs, normally by mid-February. An ad hoc committee with representation from each department ranks this pool. Merit scholarships are awarded to those most highly ranked until the budget is expended. Additional need-based grants are assigned by the Emory University Office of Financial Aid and are reflected in the financial aid package of students who apply for this support. The Emory University Office of Financial Aid also oversees the awarding of student loans and, in collaboration with the RSPH Office of Enrollment Services, awards school-based work program funding through the Rollins School of Public Health Practical Experience Program.

Six special RSPH programs provide scholarship support to students from outside the United States:

- *The Hubert H. Humphrey Fellowship Program* is a Fulbright Scholars Program sponsored by the US State Department which brings mid-career professionals from developing countries to the US for a year of professional development and academic studies. RSPH is one of only two schools of public health to receive this distinction. The RSPH is the only program focusing on HIV/AIDS in the Humphrey Fellowship Program.
- *The William Foeger Fellowship Program* was established in 2003 by the Bill and Melinda Gates Foundation to honor the global health contributions of Dr. William H. Foeger. Scholars are nominated by Atlanta-based public health agencies from a pool of individuals in developing countries who have demonstrated the potential for public health leadership in their home countries.

- *The Edmund S. Muskie/Freedom Support Act Graduate Fellowship Program* is a US State Department-funded program that provides citizens of Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine and Uzbekistan with the opportunity to pursue graduate study at the master's level in the United States.
- *The John E. Fogerty AIDS International Training and Research Program* builds multi-disciplinary biomedical and behavioral research capacity for the prevention of HIV/AIDS-related infections and for the integration of prevention with therapy and care for those adults and children affected by HIV/AIDS in the collaborating country. Collaborating countries for Rollins School of Public Health are Mexico, Republic of Georgia, Armenia and Vietnam.
- *The Fulbright Program for Foreign Students* is sponsored by the US State Department and brings citizens of foreign countries to the United States for master's degree study at US universities. Many foreign Fulbright grantees are early-career professionals who will return to take leadership positions in their home countries, often working at universities or in government service.
- *The King Abdullah bin Abdul-Aziz Al Saud fellowship program* began in fall 2011. The goal of the fellowship program is to build public health human capacity in the Kingdom of Saudi Arabia by providing masters of public health training for Saudi Ministry of Health students at the Rollins School of Public Health.

The school provides support to students through several other collaborative programs:

- *The Yellow Ribbon GI Education Enhancement Program* is a provision of the Post 9/11 Veterans Educational Assistance Act of 2008. The Rollins School of Public Health of Emory University offers opportunities for financial assistance for two (2) post 9/11 veterans and their dependents.
- The school also offers half-tuition scholarships to medical students entering the *MD/MPH program* and partial scholarships to students entering the MPH or MSPH program while enrolled in Emory-related medical residency programs and the *Preventive Medicine Residency Program* at the Centers for Disease Control and Prevention. In 2010-11, students in *Emory University Health Sciences* dual degree programs, including nursing, physician assistant and physical therapy, were also offered partial scholarship support.
- *Paul D. Coverdell Peace Corps Fellowships* offer returning Peace Corps Volunteers scholarship support and an assistantship working with community organizations serving refugee populations in the Atlanta area. Those selected as Peace Corps Fellows also mentor Masters International students (students anticipating enrolling in the Peace Corps following completion of their studies) through a weekly seminar.
- RSPH will provide a one-time educational award match in the amount of \$5,000 per student, for 1-5 graduates of *Americorps* who are admitted to the MPH or MSPH degree program. In exchange students develop leadership and community development skills by facilitating service opportunities for RSPH students. This program is advised by the Director of Leadership and Community Engaged Learning.

Application and Admission to Graduate School Programs (Doctoral Programs)

Students apply to doctoral programs through the Laney Graduate School. Each RSPH department (director of graduate studies and faculty members) selects the students for admission to its doctoral programs on the basis of an applicant’s prior academic record, standardized test scores (Graduate Record Examination), professional plans, recommendations from others familiar with the applicant’s work and the availability of an appropriate course of study.

- c. Examples of recruitment materials and other publications and advertising that describe, at a minimum, academic calendars, grading, and the academic offerings of the school. If a school does not have a printed bulletin/catalog, it must provide a printed web page that indicates the degree requirements as the official representation of the school. In addition, references to website addresses may be included.**

A web-based catalog is available at http://www.sph.emory.edu/cms/academic_programs/rsph_catalog.html . The recruitment DVD and examples of other recruitment materials are available on site in the resource room. A wide range of information is also available on the school’s website at www.sph.emory.edu.

- d. Quantitative information on the number of applicants, acceptances and enrollment, by program area, for each of the last three years. Data must be presented in table format.**

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

Table 4.4d: Quantitative Information on Applicants, Acceptances, and Enrollments, by Program Area for the last 3 years

Quantitative Information on Applicants, Acceptances, and Enrollments by Program Area ¹ , 2008 – 2011				
		Academic Year 2008 to 2009	Academic Year 2009 to 2010	Academic Year 2010 to 2011
Biostatistics – MPH	Applied	25	26	30
	Accepted	6	14	11
	Enrolled	0	4	6
Biostatistics – MSPH	Applied	24	22	32
	Accepted	14	21	25
	Enrolled	2	7	7
Public Health Informatics – MSPH	Applied	2	7	7
	Accepted	1	5	5
	Enrolled	1	3	2
Behavioral Sciences and Health Education – MPH	Applied	294	307	399
	Accepted	221	218	274
	Enrolled	75	92	82
Environmental Health – MPH	Applied	57	61	108
	Accepted	30	41	63
	Enrolled	8	9	15

Quantitative Information on Applicants, Acceptances, and Enrollments by Program Area¹, 2008 – 2011

		Academic Year 2008 to 2009	Academic Year 2009 to 2010	Academic Year 2010 to 2011
Environmental Health/Epidemiology – MSPH	Applied	20	15	15
	Accepted	7	8	4
	Enrolled	4	3	3
Global Environmental Health – MPH	Applied	64	46	75
	Accepted	31	35	45
	Enrolled	11	15	19
Epidemiology – MPH	Applied	288	306	348
	Accepted	164	164	184
	Enrolled	56	48	56
Epidemiology – MSPH	Applied	25	34	46
	Accepted	16	22	28
	Enrolled	1	6	8
Global Epidemiology – MPH	Applied	124	151	159
	Accepted	60	82	67
	Enrolled	12	30	27
Global Epidemiology – MSPH	Applied	18	21	23
	Accepted	10	14	12
	Enrolled	2	1	4
Health Policy and Management – MPH	Applied	278	331	342
	Accepted	232	259	244
	Enrolled	72	70	80
Health Policy/Health Services Research – MSPH	Applied	9	17	22
	Accepted	8	11	14
	Enrolled	5	7	4
Global Health - MPH	Applied	515	563	593
	Accepted	254	331	280
	Enrolled	73	99	95
Public Nutrition - MSPH	Applied	22	24	29
	Accepted	7	13	10
	Enrolled	0	3	4
Applied Epidemiology - MPH	Applied	24	18	23
	Accepted	17	16	18
	Enrolled	13	8	12
Healthcare Outcomes – MPH	Applied	18	15	19
	Accepted	14	14	15
	Enrolled	9	8	10
Prevention Science - MPH	Applied	26	48	44
	Accepted	20	43	37
	Enrolled	13	25	23
Applied Public Health Informatics – MPH ²	Applied	n/a	n/a	n/a
	Accepted	n/a	n/a	n/a
	Enrolled	n/a	n/a	n/a

Quantitative Information on Applicants, Acceptances, and Enrollments by Program Area ¹ , 2008 – 2011				
		Academic Year 2008 to 2009	Academic Year 2009 to 2010	Academic Year 2010 to 2011
Behavioral Sciences and Health Education – PhD	Applied	52	41	49
	Accepted	7	6	8
	Enrolled	1	4	4
Biostatistics– PhD	Applied	63	79	123
	Accepted	14	13	15
	Enrolled	8	6	6
Epidemiology – PhD	Applied	66	92	118
	Accepted	16	13	23
	Enrolled	9	8	14
Environmental Health Sciences – PhD ³	Applied	n/a	n/a	n/a
	Accepted	n/a	n/a	n/a
	Enrolled	n/a	n/a	n/a
Health Services Research and Health Policy - PhD	Applied	38	45	65
	Accepted	7	8	4
	Enrolled	3	3	3

¹ Specialty area is defined as each degree and area of specialization contained in the instructional matrix

² Applied Public Health Informatics – MPH admitted its first class of students in fall 2011

³ Environmental Health Sciences – PhD admitted its first class of students in fall 2011

Accepted applicants are asked to indicate reasons for declining or accepting RSPH's offer of admission. Financial reasons and scholarship offers from other schools are the top reasons indicated for deciding to attend another school. The top five schools that students chose to attend are Johns Hopkins, Columbia, Michigan, the University of North Carolina – Chapel Hill, and Harvard.

Table 4.4d.i: Accepted Applicant Reasons for Declining Offer of Admission

Accepted Applicant Reasons for Declining Offer of Admission, 2008 – 2011			
	Academic Year 2008 to 2009	Academic Year 2009 to 2010	Academic Year 2010 to 2011
Different Academic Objective	22	35	38
Attending Another School	324	330	355
Financial Reasons	68	89	72
Geographic Locations Not Favorable	36	32	37
More Timely Decision from Another School	12	5	11
Applied as a Dual Degree and Was Not Admitted	1	7	4
Received Scholarship at Another School	52	47	57

Accepted applicants were also asked to indicate the reasons they decided to enroll at RSPH. Scholarship is one such reason and the number of students who indicated scholarship received has increased 76% from 2009 to 2011. This is a result of the school's efforts to increase the number and types of awards offered to incoming students. Other reasons for choosing to enroll at RSPH include dual degree and distance program options.

Table 4.4d.ii: Accepted Applicant Reasons for Enrolling at RSPH

Accepted Applicant Reasons for Enrolling at RSPH, 2008 – 2011			
	Academic Year 2008 to 2009	Academic Year 2009 to 2010	Academic Year 2010 to 2011
Cost Comparison	80	74	99
Faculty Interest/Research Specialties	143	163	175
Geographic Reasons	187	175	72
Opportunities for International Experience	207	201	229
Partnerships/Collaborations	330	329	371
Personal Contact with Faculty/Staff	62	71	77
Research/Work Experience Offered	251	256	291
Scholarship Received	29	30	51
School/Class Size	46	53	59
School's Reputation	315	321	378
Topics/Concentrations Offered	238	238	262

- e. Quantitative information on the number of students enrolled in each specialty area identified in the instructional matrix, including headcounts of full- and part-time students and a full-time-equivalent conversion, for each of the last three years. Non-degree students, such as those enrolled in continuing education or certificate programs, should not be included. Explain any important trends or patterns, including a persistent absence of students in any program or specialization. Data must be presented in table format.**

RSPH continues to attract students to all its degree programs, with increased growth in programs with a global focus. Doctoral programs also continue to enroll students across disciplines.

Table 4.4e: Total Students Enrolled in each Degree Program (Area of Specialization) Identified in Instructional Matrix for each of the last 3 years

Students Enrolled in Each Degree Program by Area of Specialization, 2008 - 2011									
Degree Conferred - Specialization	2008-2009			2009-2010			2010-2011		
	HC FT	HC PT	FTE	HC FT	HC PT	FTE	HC FT	HC PT	FTE
Traditional Master Degrees (degree conferred) -- Specialization									
MPH – Behavioral Sciences and/or Health Education*	154	6	156.2	151	6	154.1	161	8	166
MPH – Biostatistics	3	0	3	3	1	3.8	9	1	9.6
MS – Biostatistics**	5	1	5.6	1	0	1	0	0	0
MSPH – Biostatistics or Public Health Informatics	9	4	11.4	10	5	12.8	16	5	18.9
MPH – Environmental Health or Global Environmental Health	49	5	51.4	44	4	46.3	58	5	60.8
MSPH – Environmental Health and Epidemiology	7	1	7.6	6	1	6.4	6	1	6.6

Students Enrolled in Each Degree Program by Area of Specialization, 2008 - 2011									
Degree Conferred - Specialization	2008-2009			2009-2010			2010-2011		
	HC FT	HC PT	FTE	HC FT	HC PT	FTE	HC FT	HC PT	FTE
MPH – Epidemiology or Global Epidemiology	119	10	125	151	10	156.9	174	11	180.1
MSPH – Epidemiology or Global Epidemiology	10	1	10.8	14	0	14	19	0	19
MPH – Health Policy or Health Management	115	6	118.7	125	5	128.3	135	3	136.8
MSPH – Health Policy and Health Services Research	11	0	11	11	0	11	11	0	11
MPH – Global Health (Infectious Diseases; Community Health and Development; Public Nutrition; or Reproductive Health and Population Studies)	149	6	152.7	160	5	163	163	4	165.4
MSPH – Global Health in Public Nutrition	0	0	0	2	0	2	6	0	6
Career MPH (Distance-based master of public health) (degree conferred) – Specialization ***									
MPH – Applied Epidemiology	3	19	14.3	1	19	11.9	2	29	19.2
MPH – Healthcare Outcomes	5	25	19.4	6	30	21.7	5	33	22.6
MPH – Prevention Science	8	51	37.4	11	57	44.0	9	56	42.3
MPH – Public Health Informatics	Enrolled first class in 2011-2012								
Doctoral Degrees (degree conferred) – Specialization									
PhD – Behavioral Sciences and Health Education	16	0	16	18	0	18	18	0	18
PhD – Biostatistics	31	0	31	33	0	33	33	0	33
PhD – Environmental Health Sciences	Enrolled first class in 2011-2012								
PhD – Epidemiology	37	0	37	38	0	38	45	0	45
PhD – Health Services Research and Health Policy	11	0	11	14	0	14	14	0	14

NOTE: Degree conferred refers to MPH, MSPH, PhD.
Specialization refers to biostatistics, epidemiology, health education, etc.
HC = Head Count

FT = Full-time students (9 credit units or more per semester)
PT = Part-time students
FTE = Full-time equivalent students

- * The registrar currently does not code students by their concentration within academic programs (e.g., it does not indicate whether a student is concentrating in “behavioral sciences” and/or “health education” within the Department of Behavioral Sciences and Health Education or in the “policy” or “management” concentration within the Department of Health Policy and Management). Consequently, some of the enrollment numbers are for more than one degree concentration (specialization).
- ** Students are not recruited to enroll in Master of Science degree programs offered by the RSPH. When students in the PhD programs are unable to complete the program, departments may recommend that the Laney Graduate School award a terminal Master of Science Degree on the basis of completed work.
- *** Unlike the traditional program, full-time students in the CMPH program are those who take 6 or more hours of coursework. Part-time students take less than 6 hours.

f. Identification of outcome measures by which the school may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the school against those measures for each of the last three years.

The school uses four indicators of its success in enrolling a qualified student body in its MPH/MSPH Programs:

- Acceptance rate
- Mean undergraduate grade point average
- Mean Graduate Record Examination score (for those who take them)
- Proportion of students choosing RSPH over another “top 10” school to which they were admitted

Individually, each indicator is not fully satisfactory as a measure of the quality of the student body but the indicators are, collectively, suggestive. The proportion of students graduating within 5 years and employment data are presented in Criteria 2.7.

Acceptance Rate

Prospective MPH/MSPH students apply for admission to individual departments. The application form allows students to indicate up to three departmental preferences on their applications. If an applicant's primary departmental choice rejects their application, the application is automatically referred to and reviewed by their secondary departmental choice. If an application is wait-listed by the primary departmental choice, the applicant is notified of the decision to waitlist and the application is forwarded to the second-choice department for review. The school calculates its acceptance rate based on the percent of MPH/MSPH applications accepted by a department.

Table 4.4f.i reports the school’s acceptance rate for MPH/MSPH candidates for the past 3 academic years. Enrollment targets set during the school’s annual planning process may impact acceptance rates. [There has been a continuing increase in the number of applicants to the Rollins School of Public Health over the past 4 years. This is also reflected in a decline in the proportion of applicants accepted. Compared to the other top ten ranked schools as rated by *US News and World Report*, the Rollins School of Public Health is slightly higher in its acceptance rates.]

Table 4.4f: Acceptance and Matriculation

Academic Year	Applications	% Accepted	% (of Accepted) Matriculated
Fall 2008	2051	56%	33%
Fall 2009	2270	60%	34%
Fall 2010	2671	52%	35%
Fall 2011	2871	51%	36%

Grade Point Average

Over the past four years, undergraduate grade point average of applicants maintained around 3.38. GPA was higher for accepted applicants averaging around 3.46 for the past few years. For matriculated students, average undergraduate GPA has been consistently high.

Table 4.4f.i: Mean Undergraduate GPA: All Students

Academic Year	Applicants	Accepted	Matriculated
Fall 2008	3.38	3.45	3.37
Fall 2009	3.39	3.46	3.40
Fall 2010	3.38	3.46	3.39
Fall 2011	3.38	3.47	3.40

Mean GRE Scores

The mean GRE scores of matriculated students on the verbal and quantitative sections remained consistent between 2008 - 2011. RSPH scores are slightly higher than the average GRE score (499 V, 624 Q) reported in SOPHAS Cycle Four Applicant Analysis for all SOPHAS applicants reporting GRE test scores.

Table 4.4f.ii: Mean GRE Scores: All Students

Academic Year		Applicants	Accepted	Matriculated
Fall, 2008	Quantitative	649	675	655
	Verbal	537	561	538
	Analytical Writing	4.44	4.57	4.47
	Analytic	638	672	715
Fall 2009	Quantitative	650	675	653
	Verbal	543	559	536
	Analytical Writing	4.33	4.45	4.34
	Analytic	598	667	630
Fall 2010	Quantitative	653	684	668
	Verbal	544	566	552
	Analytical Writing	4.28	4.42	4.37
	Analytic	n/a	n/a	n/a

Recruitment Success in Doctoral Programs

Outcome measures indicating successful enrollment of students in doctoral programs are primarily mean GRE examination scores. The mean GRE scores for doctoral students entering each doctoral program for the past 3 years are as follows:

Table 4.4f.iii: Mean Cumulative GRE Test Scores for PhD Enrollees

Year entering	Behavioral Sciences and Health Education	Biostatistics and Bioinformatics	Environmental Health*	Epidemiology	Health Services Research and Health Policy	All Emory PhD Programs
2009	1193	1237	----	1393	1443	1302
2010	1285	1330	----	1350	1343	1303
2011	1303	1377	1237	1429	1403	1308

* Enrolled first class in 2011-2012

The mean aggregate GRE scores of entering doctoral students in public health programs are roughly comparable to those entering the 26 other doctoral programs at Emory University.

g. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- The admissions and recruitment policies and procedures enable the school to locate and select qualified individuals who will develop competence for careers in public health.
- The applicant pool continues to increase in size, enabling the school to be more selective.

Lessons Learned:

- The school does not currently record, in its central records, the number of students in department program concentrations (e.g., students in the behavioral sciences vs. health education tracks within the Department of Behavioral Sciences and Health Education), although those data are maintained by individual departments. The school is considering collecting that information for its central records.
- The student body is interested in an increasingly diverse curriculum.

4.5 Student Diversity

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

Required Documentation. The self-study document should include the following:

a. Description of policies, procedures and plans to achieve a diverse student population.

The school adheres to the Emory University Equal Opportunity Policy, the Emory University Affirmative Action Policy and the Americans with Disabilities Act, all of which are described in the school's catalog and admission guide.

While there is no admissions target for underrepresented minorities, the school does recruit at several historically black colleges and universities (see section 4.5b), encourages applications, and does not discriminate in its admission decisions. Neither the school nor individual departments factor minority status into the admissions decisions. Nevertheless, among students enrolled in 2010-2011, 11.8% are African-American. The proportion of African-American enrollment in the RSPH is higher than the average proportion of African-American students (10.6%), in all schools of public health, according to recent data from the Association of Schools of Public Health.

RSPH admits students regardless of financial need and attempts to recruit students through several different types of need-based scholarship programs (noted in section 4.4).

Through the Career MPH program, RSPH recruits students who may be employed in the public health workforce but who may not have advanced degrees. In 2011, the average age of the entering Career MPH student was 36 with the range from 23 – 58 years of age. Scholarship opportunities such as the Hearst Fellowship, provides partial tuition for those who live in rural areas of the southeast with preference given to those working with disadvantaged populations.

With the increase in faculty whose research areas focus on special populations, the school is attracting students whose interests and backgrounds are also diverse.

b. Description of recruitment efforts used to attract a diverse student body, along with information about how these efforts are evaluated and refined over time.

The associate director for recruitment attends several events throughout the year targeting minority populations. As a member of SOPHAS, the school is represented at numerous minority recruitment fairs across the country and attracts students globally through international fellowship programs. Specifically, the Rollins School of Public Health attends the Morehouse Public Health Awareness Conference, the Spelman College Health Careers Program and the Atlanta University Center Consortium Graduate Fair. See Appendix 4.5.b for a list of recruitment activities. The school also hosts programs for the Gates Millennium Scholars and supports travel stipends of underrepresented groups to attend the annual Open House event, Destination Public Health

Student organizations at the Rollins School of Public Health seek to recruit a diverse student body during the Visit Emory! event for admitted applicants. The Association for Black Public Health Students and Health Organization for Latin America (HOLA) sponsor a joint event for students interested in health disparities among African-American and Latino populations and provide information about their organizations at the Visit Emory! Student Organization Fair.

The School of Public Health Application Service (SOPHAS) Advisory Council and partner schools also recruit minority applicants at national conferences throughout the year.

International scholars are attracted to the school because of its unique location and supportive environment. In fall 2011, 18% of MPH/MSPH students came from outside the United States with China, India and Nigeria representing the top three countries enrolled. This represents a 54% increase from 2009.

RSPH admits students regardless of financial need. Approximately 79% of all enrolled students in 2009-2010 received aid. In the same year, 93% of those who applied for aid were determined need-eligible and provided some type of financial support through loans, need-based scholarships or the Rollins Practical Experience Program.

Several scholarship sources serve to recruit students with financial need. The Lettie Pate Whitehead tuition scholarships are given annually to over 25 women from southern states. Additionally, the university awards the Lupton Jones and Ivory Henson scholarships which also provide funding based upon demonstrated financial need. To receive these awards, students must be need-eligible as determined by the Free Application for Student Aid (FAFSA) and meet minimum university criteria.

Started in 2010, the RSPH Practical Experience Program provides funding through a work-study model in which need-based aid awarded by RSPH is matched by local public health agencies or internal research/university programs. Students gain valuable work experience while earning up to \$4000 per academic year to supplement education costs.

Public Health Traineeships, funded through HRSA and the US Public Health Service are awarded to support areas of critical shortage in public health. Currently, these areas are biostatistics, environmental and occupational health and epidemiology.

RSPH Merit Scholarships are awarded to top students. The criteria for selection of merit scholars, in addition to leadership and service to others, includes the "potential contribution to the rich exchange of ideas and viewpoints that should characterize a diverse student body." (An Essential Guide to Graduate Admissions: A Policy Statement, Council of Graduate Schools, 2005).

Each recruitment event is coded in the student administration system, OPUS. Students are asked to complete an information card and tracked to assess yield in applicants, admits and enrollees from these events. Student satisfaction surveys are collected from the Visit Emory! event and used to enhance the program each year. Student Services staff conducted a short employer evaluation in 2010 and are working with career services staff to implement a comprehensive program evaluation for the 2011-2012 cycle of the RSPH Practical Experience Program.

- c. Quantitative information on the demographic characteristics of the student body, including data on applicants and admissions, for each of the last three years. Data must be presented in table format.

Table 4.5.c. Demographic Characteristics of Student Body for Academic Years '08, '09 & '10

Demographic Characteristics of Student Body for Academic Years '08, '09 & '10							
		2008		2009		2010	
		M	F	M	F	M	F
African American	Applied	37	172	44	205	52	224
	Accepted	20	87	18	106	19	96
	Enrolled	10	34	7	53	12	41
Caucasian	Applied	126	549	134	595	160	590
	Accepted	92	439	94	486	122	451
	Enrolled	38	150	41	186	55	186
Hispanic/Latino	Applied	10	47	5	35	13	57
	Accepted	6	27	3	26	7	43
	Enrolled	1	12	1	11	3	15
Asian Pacific Islander	Applied	35	130	67	161	68	202
	Accepted	28	106	51	129	47	143
	Enrolled	6	40	20	42	11	50
Native American/Alaska Native	Applied	0	2	0	3	1	2
	Accepted	0	2	0	2	0	2
	Enrolled	0	1	0	0	0	2
Hawaiian	Applied	N/A	N/A	0	0	0	1
	Accepted	N/A	N/A	0	0	0	1
	Enrolled	N/A	N/A	0	0	0	0
Multi-ethnic	Applied	0	1	5	6	6	25
	Accepted	0	0	3	3	6	19
	Enrolled	0	0	1	1	2	5
Unknown/Other	Applied	30	153	44	142	60	240
	Accepted	19	96	34	105	41	150
	Enrolled	7	20	8	21	8	34
International	Applied	146	225	182	251	178	294
	Accepted	89	129	108	145	84	142
	Enrolled	26	33	23	44	18	43
TOTAL	Applied	384	1279	481	1397	538	1641
	Accepted	254	886	311	1002	326	1047
	Enrolled	89	290	101	358	109	376

d. Identification of measures by which the school may evaluate its success in achieving a demographically diverse student body, along with data regarding the school's performance against these measures for each of the last three years.

The RSPH uses three criteria to measure, monitor and benchmark the diversity of its student body. These measures are (1) the proportion of all minority students enrolled in the school, (2) the proportion of students accepted and matriculated from different racial and ethnic groups and (3) the proportion of minority students admitted to the RSPH relative to the proportion of minority students in the population of undergraduates in US universities.

RSPH uses the proportions of African Americans and all minority students enrolled in other accredited schools of public health, as reported by the Association of Schools of Public Health, as one benchmark of its diversity. Table 4.5d compares the most recently available data from ASPH (academic year 2009-2010) with the RSPH for academic years 2009-2010 and 2010-2011. The table indicates that the proportion of entering minority students in the RSPH is comparable to the average across the other 43 schools of public health.

Table 4.5d: Entering Class Proportion of Minority and African-American Students Accredited Schools of Public Health and RSPH

	2009 - 2010		2010 - 2011	
	ASPH All Accredited Schools	RSPH	ASPH All Accredited Schools	RSPH
% Minority	34.2	33.7	No longer reported by ASPH*	No longer reported by ASPH*
% African American	11.2	14.7	10.6	11.8

* In 2010-2011, ASPH reported proportions for individual minority groups, not for the total proportion of minority students, as they had in previous years.

The school also monitors the proportion of students accepted and matriculated from different ethnic groups. The proportion of African-American students who matriculate is significantly higher each year than the proportion of all students who matriculate. In the most recent year, 44.8% of accepted African-American students chose to matriculate compared to 34.2% of all students. This suggests that the school is able to attract minority students, especially African-American applicants, when accepted.

Finally, RSPH monitors the diversity of students admitted to the RSPH relative to the potential pool of applicants, as measured by the diversity of undergraduate students enrolled in US universities reported in the *Chronicle of Higher Education*. In the 2010-11 academic class, 11.8 % of the students admitted to RSPH were African-American, 29% were minorities, and over 78% were female. For comparison purposes, African-Americans accounted for 13.5%, all minorities 33.2%, and female students 52.4% of all US undergraduate students in 2010, according to the most recent data from the *Chronicle of Higher Education*, available in the resource room on site.

While not specifically monitored annually, the school has a diverse student body by age, educational background and geography. Students in the fall 2011 entering class ranged in age from 21 to 58; came

from 26 states and 41 countries; and 15% had already completed either doctoral or master's degrees. The significant international diversity at Rollins School of Public Health occurs in part because Rollins School of Public Health is a host institution to six competitively selected fellowships, as described in Section 4.4b.

e. Assessment of the extent to which this criterion is met.

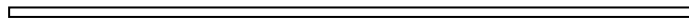
This criterion is met.

Strengths:

- Application, admission and degree-granting requirements are applied equitably.
- The Rollins School of Public Health matriculates a diverse population of students from across the U.S. and around the globe.
- The school matriculates a high proportion of accepted African-American students.

Lessons Learned:

- The school's student population diverse by age, state and country of residence, aspects of diversity not captured in the student demographic tables.
- The CMPH program enrolls a cohort of older students, most of whom are employed, which is a demographic different than the traditional program.



4.6 Advising and Career Counseling

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

Required Documentation:

a. Description of the advising and career counseling services, including sample orientation materials such as student handbooks.

Student advisement takes place in multiple places within the school, starting with recruitment and admissions through the Office of Admissions and Student Services, to departmental expertise and advisement on curriculum and research, and through advisement on practice-based experiences and career development through the Office of Career Services. The Student Leadership Team, comprised of representatives from each core area of advisement, seeks to enhance the student experience by ensuring consistent, cohesive communication with prospective and current students on process, policies and curriculum requirements. An overview of each responsible unit and their advisement functions follows.

School Units responsible for Advisement

Office of Admissions and Student Services Advisement and Counseling

The associate dean for admission and student affairs oversees the Office of Admissions and Student Services (OASS). The mission of the OASS is to advance the public health profession through the recruitment and development of engaged scholars. The OASS oversees most school-wide functions pertaining to student support, including Recruitment and Admissions, Orientation, Community-Engaged Learning, Enrollment Services (Registrar and Financial Aid), the RSPH Practical Experience Program and Student Affairs.

Departmental Expertise and Advisement

Students are advised within departments by the assigned faculty advisor, related faculty and the ADAP(s). As the first point of student contact from recruitment through graduation, the ADAP works closely with faculty in the department to advise students.

Office of Career Services Advisement and Counseling

The mission of the Office of Career Services is provide education, resources and knowledge through personal advising and programming to collaborate in the professional success of RSPH students and alumni to empower the future leaders of public health service.

The office consists of five full-time and two part-time staff members. The director of the Office of Career Services oversees student advisement, the events and programs, recruitment activities and maintains the relationships necessary to fuel the Career Services department. The director reports to the executive associate dean for finance and administration. Two additional career advisors directly coach students and assist in program planning and implementation. The Office is also supported by a business analyst, a program coordinator and Career Services Ambassadors, which are student volunteers.

Advisement Services offered throughout the school

As the first point of contact for many students, students frequently seek advice and direction through the Office of Admissions and Student Services. All international issues such as visa requests, English as a Second Language, and student language evaluations are coordinated in the OASS. This office also advises the Executive Board of the Student Government Association. Department ADAPs coordinate their activities with the personnel in Student Services via the Student Leadership Team, which plans and coordinates registration, annual events, academic advisement and student-related services.

Students can also review or obtain information about school-wide academic requirements, support services and administrative policies through the *Student Handbook called Clifton Notes*, available online at [http://www.sph.emory.edu/cms/current_students/documents/Clifton_Notes_2011.pdf], and on site. Some departments provide students with a separate handbook, although most also place information on the department's website. The full set of information is in the resource room on site

Office of Admissions and Student Services

The spectrum of advisement services offered by the Office of Admissions and Student Services are described in detail in Appendix 4.6.a.1., and include:

- Recruitment and Admissions
- Student Orientation
- Enrollment Services
- International Student Affairs
- Community-Engaged Learning
- Student Leadership

Faculty Advisement

All entering MPH/MSPH students are assigned to a full-time faculty member in the student's academic department who serves as their academic faculty advisor. Department assistant/associate directors of academic programs (ADAP) will change the assignment of academic advisors at the request of students.

Because of their unique needs, Career MPH students are advised by their track's associate director and the program's associate director for academic programs (ADAP) until they begin their thesis. Students are encouraged to consult with their faculty advisors about academic and career-related concerns.

Departments in which MPH/MSPH students write a thesis or choose a special study project assign a faculty member (often the student's choice) as the chair of the thesis or special study project committee. This may be someone other than the initially assigned department faculty advisor.

Many students are also employed by faculty members as research or teaching assistants. Adjunct faculty members may also serve on thesis or special study project committees and, in some departments, they are formally recognized as "field advisors" for student theses and special study projects. Adjunct faculty members regularly serve as site supervisors for students during their practica field experiences.

Staff Advisement: Assistant/Associate Directors for Academic Programs

In addition to faculty advisors within each department, all departments have one or more associate/assistant directors for academic programs (ADAP). This staff person, typically masters-trained, is knowledgeable about the academic requirements of the school and the department and

provides advisement to students and faculty on course enrollment and other school-related activities. The ADAP, along with the faculty advisor, may assist the student in arranging for the practicum experience and finding an appropriate thesis or special studies project and advisor. ADAPs work across the school as a team, coordinated by the associate dean for admission and student affairs in scheduling courses, the admissions process, student recruitment and alumni events. ADAPs monitor student progress from the point of admission through graduation and beyond, serving as advocates based on individual student needs.

Office of Career Services

To complement the classroom instruction, the Office of Career Services provides consultation, training and advisement services for students to prepare them for public health practice and locate practicum opportunities.

Consultation: The RSPH Office of Career Services helps current students and recent alumni find careers in public health. The Office provides assistance to students and alumni during the career process, including identifying career goals and developing tangible skills such as interviewing and networking techniques. The Office provides multiple resources to students, both electronically and in-person, including one-on-one consultations services for resumes, covers letters and interviewing skills.

Table 4.6a: Volume of Consultations Visits by Student Types

Visit Volume	2008-2009	2009-2010	2010-2011
Overall Visits *	1683	1683	1817
Student Visits	1429	1492	1560 (521 unduplicated students)
Alumni Visits	165	149	194 (98 unduplicated alumni)
Prospective Students	33	39	63

**The number of consultations for 2010-2011 is lower than 2009-2010 due to fluctuations in staff available to provide services.*

Table 4.6a.i: Number of Consultations by Type of Consultation with Students on Career Advice

Types of Consultations	2008-2009	2009-2010	2010-2011*
Resume/Cover letter	548	1128	793
Mock interview/Interview skills	136	212	178
Career coaching	434	565	539
Internship/fellowship/volunteer	260	291	215
Job search	174	214	296
Business cards	85	71	111
Total	1637	2481	2132

Events and Programs: Workshops and programs help build successful professional skills. Mock Interview and Networking Nights provide students with the opportunity to practice their interviewing skills and gain feedback as they network with community partners and alumni. The Professional Development Series, regularly scheduled presentations throughout the year, enable students to casually interact with professionals from the field of public health.

The Office of Career Services facilitates a yearlong mentoring program with over 110 alumni and public health professionals designed to foster a strong sense of community and alumni ties, as well as helping current students to begin building a professional network. Mentors provide guidance, expertise and insight into their field; attempting to give the students a clearer perspective of their potential career options.

In addition to skill-building programs, the career services team also coordinates two annual Opportunity Fairs (latest program available on site in the resource room) during which over 50 employers visit the campus to interview and recruit students. A variety of organizations, including federal, state and local health agencies, for-profit companies and nonprofit organizations are represented. Closely tied to the Opportunity Fairs is on-campus recruiting. Organizations such as CDC's Public Health Prevention Service, PricewaterhouseCoopers and ICF International participate in annual on-campus recruiting.

Table 4.6a.ii: Career Services Event Types Contact Summary, 2010-2011

Events	# of Events	Attendance
Opportunities Fair - Fall 2010	1	Total Organizations- 48 Students- 360
Opportunities Fair - Spring 2011	1	Total Organizations- 50 Students- 274
Employer Presentation	27	832
Prep Sessions	13	672
Special Event	10	890
Workshop on Resume	5	152
Professional Development Series	8	269
Other Workshop	6	394
Grand Total	71	3843 *

* Student Attendance

In alternate years, the Office of Career Services hosts a Washington, DC, Study Tour in collaboration with the University of Puerto Rico (UPR) that allows 25 students the opportunity to travel to Washington DC, interact with public health officials in the capitol, network with alumni and gain knowledge about current happenings in the field. Students are provided the opportunity to interact with public health leaders and alumni working in nonprofits, government and for-profit organizations.

At the end of the academic year, the Office of Career Services hosts a reception called Public Health in Action. The event includes the presentation of awards to exceptional adjunct faculty, preceptors and students, whose practica are selected for descriptions in poster presentations. This event is designed to recognize achievements in public health practice and ties between the Rollins School of Public Health and its community partners.

Career Services Ambassadors (CSA) program offers students the opportunity to represent the school at various company networking and social events. The program also provides students with a forum for discussing academic programming, career development and planning.

A summary of major Career Services events is included in Appendix 4.6.a.2.

Career Services Advisory Group: This group facilitates better communication between the academic departments and Career Services, provides a mechanism for feedback from faculty, allows for promotion of Career Services events and programs, enhances faculty engagement in Career Services and delivers consistent messages about employment to students. This group is composed of the director of career services, the executive associate dean for administration and finance and representative faculty and academic staff from each department.

Community Advisory Board: As a way of maintaining up-to-date awareness of employment needs, the Office of Career Services coordinates the Community Advisory Board (CAB), composed of alumni and company representatives. Through conference calls and one face-to-face meeting each year, this group provides programmatic guidance and advice on employment opportunities and needs throughout the field of public health. In addition, alumni programs are designed to facilitate employment networking and preparation for entering public health practice.

Electronic Resources: The Office of Career Services also provides several electronic resources for students (See Appendix 4.6.a.3.) The office maintains a website, *The Public Health Employment Connection*, at [cfusion.sph.emory.edu], a resource of public health jobs used by all schools of public health and organizations to disseminate timely job openings in the field.

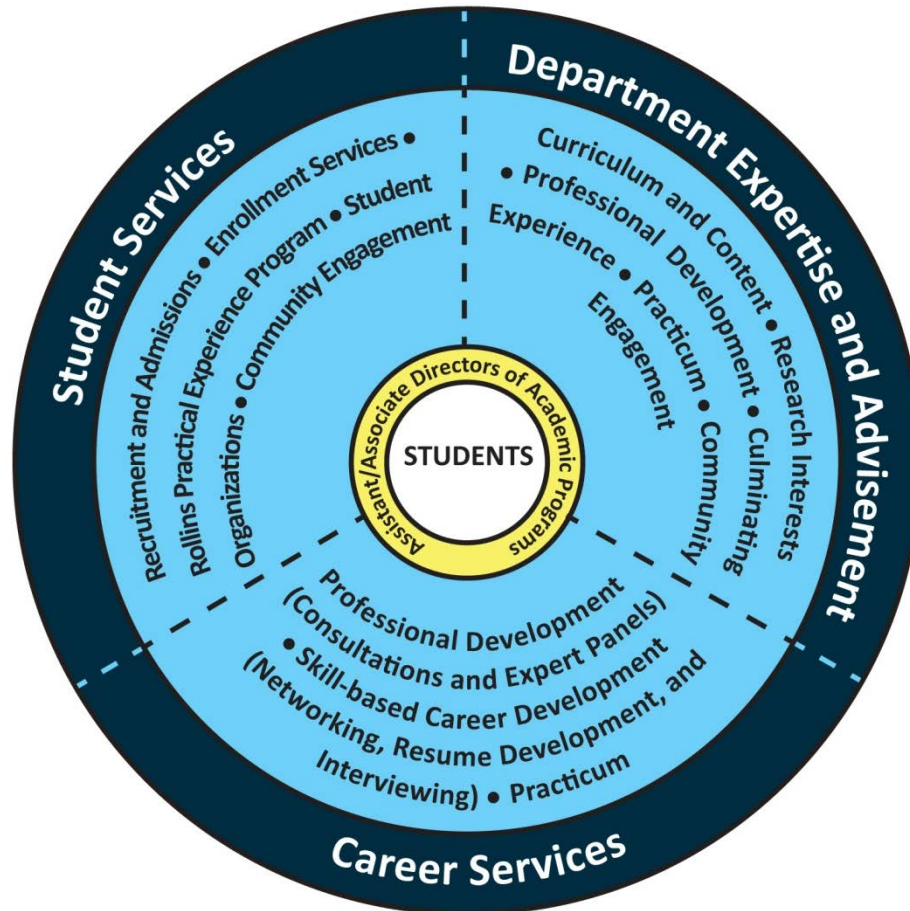
Job, Internship and Practicum Resource: The Office of Career Services is a repository for practicum opportunities and maintains a practicum database which is updated regularly. In addition, a jobs listserv to all students and interested alumni notifies participants of new opportunities as they become available. The listserv sends out announcements, recruitment activities and job openings to all students. Students can also utilize the Career Services website [<http://www.sph.emory.edu/CAREER/>] to locate event details, up-coming programs, information and a database of practicum, internship and fellowship opportunities.

For students looking for internship, fellowship and practical experience opportunities, the Rollins Opportunity Link, or ROL, also known as *Symplicity*, is available as a searchable database of [<https://sph-emory-csm.symplicity.com/students/>]. These opportunities range from volunteer opportunities, outside employment opportunities, such as federal internships and nonprofit organizations, as well as research experiences with faculty. The database is also used by multiple areas within the University system including Emory College and Alumni Career Services.

Model of Student Advisement with the RSPH

As mentioned above, the lifecycle of advisement for MPH/MSPH students spans from recruitment through graduation. Three core areas of advisement include student services, departmental expertise and advisement and career services.

Figure 4.6a: Student Advisement



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- b. Description of the procedures by which students may communicate their concerns to school officials, including information about how these procedures are publicized and about the aggregate number of complaints submitted for each of the last three years.
-

Students have multiple platforms for communicating with the school and its officials.

Student Government Association (SGA)

The Student Government Association represents the interests of students. This organization allocates funds collected as a student activities fee to chartered student organizations. The SGA may also propose policies and procedures to the schools. Its president attends meetings of the school's Leadership Group where she or he may propose policies or programs and engage in discussions of related issues. Each department has a representative who is part of the executive committee of the SGA.

Communication opportunities facilitated by the SGA, include:

Input on Policy by Representation on School Committees: Students are represented on department and school committees and may provide input on the development of policies and procedures or other school functions through those avenues.

Lunches and Meetings with Senior Members of the School's Administrative Staff: The Student Government Association schedules lunches with the dean three or more times per semester. Any students may attend and the agenda is determined by those in attendance. Discussions involve the school or public health matters more generally.

The executive associate dean for administration and finance and department leads from Information Services, Career Services and Student Services meet with Student Government Association Executive Board and student departmental representatives to discuss operational and logistical matters once per semester.

The associate dean for admissions and student affairs meets monthly with the Student Government Association Executive Board to advise on student leadership strategies.

Communicating Student Grievances, Honor Code Appeals and Appeal of Grades

The document, *Clifton Notes for MPH/MSPH Students*, and the school catalog include information on academic policies and procedures and methods of communicating concerns to school authorities. There are various avenues or methods for communication.

Honor Code Appeal

The appeals process for an honor code decision is described in both the catalog and *Clifton Notes for MPH/MSPH students*. It is available on the web at:

http://www.sph.emory.edu/cms/current_students/enrollment_services/honor_code.html and http://www.sph.emory.edu/cms/current_students/documents/Clifton_Notes_2011.pdf and in the resource room on site.

Appeal of Grades or Academic Evaluation

Procedures for appealing a course grade or other academic evaluation are included in the catalog and the *Clifton Notes for MPH/MSPH Students*. Students first present their concerns to the course instructor or project advisor and, if not satisfied with the response, may appeal to the department chair through the department's associate/assistant director for academic programs. The next step of appeal, if necessary, is the associate dean for academic affairs who may, in some cases, bring the case to the Academic Standards Committee for resolution. Included in this process are appeals related to academic exclusion (dismissal from school) following a period of probation.

Student Grievance Procedure

Procedures for submitting a complaint that are outside of the honor code or appeal of grades are included in the catalog and *Clifton Notes for MPH/MSPH Students*. Students should first present their concern to the assistant/associate director of academic programs (ADAPs) or other department official. The student may formally submit a complaint to the associate dean for admission and student affairs if not resolved satisfactorily within the department or if the complaint is outside the scope of the department.

Faculty and Staff

All faculty and staff are expected to be responsive to student concerns. Overseen by the executive associate dean for academic affairs, faculty members post office hours and are normally available through email communications. Student Services staff are expected to be regularly available to students.

Aggregate Complaints

Table 4.6b reports the number of Academic Appeals reaching the associate dean for academic affairs and number of Honor Code Appeals.

Table 4.6b: Student Appeals

Academic Year	Academic Appeals	Honor Code Appeals
2008 - 2009	0	2
2009 – 2010	1	0
2010 - 2011	1	1

c. Information about student satisfaction with advising and career counseling services.

Overview of process for students to evaluate advising and career counseling services

Students evaluate support services in the school at the time of graduation through the exit survey, administered by the Office of Career Services. Findings are distributed to student services leaders, deans and department chairs who may use them as a guide to improving services and programs and measure the achievement of certain school objectives. Students are also surveyed 3, 6 and 11 months following graduation on their employment status and between 1 and 2 years following graduation to gather self-assessments of their competencies to practice and the training they received. Findings are shared with department chairs and school administrators.

Exit Survey findings

Table 4.6.c presents student evaluations of advising and career counseling in response to the school's exit survey over the past three years. (Advisement primarily pertains to assessment of the department ADAPs and career services but evaluations of other school support units are included.) Students generally agree the educational support units across the school have met their needs. Some students who did not utilize various school services, or were unaware of the offices providing those services, may have declined to agree with the statements on whether the various offices "met their needs."

Although students were generally pleased with the advisements received from the department ADAPs, they were less favorable about assistance from Career Services. The school realized that with increased enrollment, the Office of Career Services was inadequately staffed to meet rising demand and, over the past two years, added two FTEs and now have a set of advisors who predominantly hold MPH or MSPH degrees.

Table 4.6c: Proportion of Graduates Responding “Strongly Agree” or “Agree” on the Exit Survey

Event	2008 – 2009 N=210	2009 – 2010 N=209	2010 – 2011 N=252
The assistant/associate director for academic programs (ADAP) in my department provided me with effective support	84%	85%	85%
The ADAP in my department was available to meet my needs	85%	86%	87%
Student Services met my needs	64%	63%	77%
Enrollment Services met my needs	71%	60%	80%
Information Technology met my needs	70%	69%	77%
Career Services met my needs	55%	51%	57%*

*Analysis of the open ended question revealed scheduling difficulties as the most common reason for the dissatisfaction.

d. Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- The school offers students a clearly explained and accessible academic and career advising services.
- Student Services, Academic and Career Services units work collaboratively to support advisement and the student experience.
- Multiple channels exist for student communication of concern or satisfaction with school officials.
- Students are generally satisfied with the educational support units of the program.
- The school offers a large number and variety of career development activities to complement classroom instruction.

Lessons Learned:

- Due to the multiple ways in which students can receive academic and career advisement during their time at RSPH, the school decided to develop a student advisement model that outlines the location of each of these services. This model is posted in offices of student services, career services, and ADAPs.
- In response to student survey findings, the Office of Career Services created a Career Services Advisory Board of faculty to increase coordination feedback. In addition, to respond the increased requests for career advisement, including resume assistance and practicum placements, the office expanded and hired additional staff.
