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

Public Health Workforce Development Vision
The School of Public Health’s vision for workforce development is to expand the knowledge of the public health workforce by meeting training needs through continuing education efforts and via strategic capacity building with local, national, and international partners. By the school’s definition, public health workforce members include anyone impacting community health outcomes through their vocations. Explicit within our vision is to include those in professional roles represented by the diverse disciplines of our school and whose work contributes to the larger goals of public health, but who may not be traditionally considered “public health.” Therefore, school workforce development initiatives reach both traditional and non-traditional public health workers. School partners in workforce development are wide-ranging – from state and local health departments, to voluntary and community agencies, hospitals, schools, industry, parks, sport programs, tourism venues, athletic and recreation facilities, and universities in the United States and abroad.

Approach to Workforce Development
The school’s comprehensive approach to workforce development includes:

a) Assessing the needs of Indiana’s public health workforce;
b) Offering tailored continuing education programs to public health professionals, academic professionals, and students based on identified needs;
c) Cultivating and maintaining community-academic partnerships that serve to enhance the capacity of public health professionals; and
d) Engaging students in the capacity building efforts of the school’s community partners through internships, practicums, and other service activities.

The school’s approach to including partnerships at the core of our workforce development efforts is informed by such best practices as the Associations of Schools of Public Health Global Health Competency Model, which emphasizes developing procedures for managing health partnerships and designing sustainable workforce development strategies for resource-limited settings.

Implementation Summary
Implementation of our strategic vision for workforce development occurs through efforts centered on three levels in the school, including: (1) efforts on behalf of the school that are monitored and facilitated through the Office of Global and Community Health Partnerships (OGCHP); (2) topic- and audience-focused efforts centered within the school’s centers and institutes; and (3) activities and partnerships that are led by individual faculty.

The OGCHP serves as the lead entity for the school’s workforce development activities, including assessment, partnership facilitation, and continuing education. OGCHP leads the school’s efforts to understand the education and capacity-development needs of the workforce and works closely with the school’s Committee on Community Engagement and Workforce Development, the official governance standing committee of the school charged with implementing and evaluating a strategic and comprehensive approach to workforce development.
Across the school, centers and institutes implement topic- and audience-specific workforce development activities, including continuing education, workforce training, and capacity-building partnerships. Such center-driven initiatives range from HIV and other STD prevention, to matters related to alcohol, tobacco and other drug use prevention, use of parks and public lands, promotion of physical activity, and delivery of outdoor education.

Also critical is the work of individual faculty who incorporate workforce development outcomes into a range of extensive and sustained partnerships around the world, and who contribute to the school’s workforce development activities through highly targeted educational efforts with community audiences.

The remainder of Section 3.3 details how the IU School of Public Health-Bloomington works at the school-level, across the school, and at the faculty-level to assess workforce development needs, deliver continuing education, and facilitate the development and maintenance of capacity building partnerships both domestically and abroad.

a. Description of the ways in which the school periodically assesses the continuing education needs of the community or communities it intends to serve. The assessment may include primary or secondary data collection or data sources.

Assessment of the needs of the public health workforce is accomplished through activities at three levels: (1) active engagement and leadership within the statewide public health workforce development steering committee; (2) assessments of workforce needs through the collection of data from professionals in state and local health departments, internship preceptor sites, alumni, and employers of our students; and 3) ongoing assessments of specific workforce sector needs through the school’s centers and institutes. Below is a description of our assessment activities at each level.

1. **Statewide workforce development steering committee:** Initiated in spring 2013, the School of Public Health-Bloomington and the Fairbanks School of Public Health on the Indianapolis campus of IU convened a statewide workforce development steering committee. The two schools facilitate regular meetings to discuss workforce needs with representatives from academic institutions and professional organizations throughout the state. Through analysis of existing statewide assessment data, the committee seeks to identify gaps in training needs amongst diverse segments of Indiana’s public health workforce. Data sources include information from committee stakeholders: Ball State University, Indiana Area Health Education Centers, Indiana Department of Education, Indiana Minority Health Coalition, Indiana Rural Health Association, Indiana Public Health Association, Indiana Society for Public Health Education, Indiana State Department of Health, Indiana State University, Indiana University Ruth Lilly Medical Library, Purdue University, and a sampling of local health departments.

2. **School-led assessments**
   Formal and ongoing workforce development assessments at the school level are spearheaded by OGCHP. The assessments serve to inform the workforce development activities of the school.
Formal, planned assessments:

- **Biennial Indiana workforce focus groups**: Every two years, OGCHP convenes focus groups consisting of school alumni, employers of school of public health students and other school alumni, field experience preceptor organizations, and community public health workers. Building on the needs identified by the Public Health Community Advisory Board, OGCHP employs nominal group theory to survey participants about the training needs in their respective areas of expertise. The assessment invites participants to apply public health best practices to their local work, through the examination of the Core Competencies for Public Health Professionals furnished by the Council on Linkages. Feedback is reviewed by the Academic Council Standing Committee on Community Engagement and Workforce Development and the Office of Career Services. These entities then use the data to inform the development of continuing education offerings under the “Public Health & YOU” initiative and campus-community collaborations. A summary of the outcomes of these assessments during 2013 is included as Electronic Resource 3.3.a.

- **Public Health Community Advisory Board assessments**: Twice yearly, the school convenes the Public Health Community Advisory Board, comprised of representatives from local and state government, nonprofits, community-based organizations, academic institutions and students from the school (membership described in Section 1.5 of the self-study). Focus groups are conducted at each session and have collected information regarding training needs for an e-learning series, public health competency proficiencies of professionals, a scan of existing workforce initiatives conducted by partners, and possibilities for campus-community partnerships in workforce development. Feedback is reviewed by the Standing Committee on Community Engagement and Workforce Development. The committee and OGCHP use this data to inform the development of continuing education offerings under the “Public Health & YOU” initiative and campus-community collaborations.

- **Public Health & YOU: Professional Development Certificate assessments**: The school convened workforce assessment focus groups specific to the production of our Public Health & YOU Professional Development Certificate in Public Health (described later in this section of the self-study). The online public health series is designed to strengthen the capacity of community-based professionals who deliver health-related programs and targets community health workers who contribute to the mission of public health through an online, self-guided curriculum. The series introduction, detailing how public health relates to work done across the community, was informed by a focus group convened in fall 2012 that included 20 community members, faculty, and staff. Three additional focus groups, including five community and faculty members each, informed content for the core areas of public health contained in each of the series courses.

- **Assessment of local health departments across the state**: OGCHP leads a webinar series for local health departments with the Indiana State Department of Health (ISDH) Office of Public Health Performance Management. The series is based on a state-wide gap analysis of local health departments which identified training needs for accreditation. Material focuses on the National Association of County and City Health Officials local health department strategic planning guidelines. Before each webinar, registrants are sent a questionnaire to identify
their level of understanding of the webinar topic and knowledge gaps. Following each webinar, an online evaluation is sent to all participants to determine impact and remaining questions, which then informs future webinars. The six-part series on strategic planning has reached 83 participants representing 33 counties across the state; that is over a third of local health departments engaged in the series. Series speakers include SPH faculty and expert health department representatives, as described later in this section of the self-study. Members of OGCHP also serve on the steering committee for the state-wide Indiana Accreditation Summit: Shared Learning among Local Health Departments and Boards of Health. Steering committee responsibilities include identifying speakers, securing sponsorships and helping to shape the agenda. An OGCHP intern and public health faculty member developed a comprehensive needs assessment of local health departments needs regarding accreditation. The needs assessment was utilized to create the agenda for the Accreditation Summit.

- **Public Health Partnerships Tracking System:** Each year, OGCHP attempts to survey all School of Public Health full-time faculty and key staff leadership within the school’s centers and institutes in order to gather data related to the characteristics of external partnerships. During the 2013-2014 academic year data were collected from 86.5% of the school’s full-time faculty and 87.5% of the school’s centers, institutes and related offices. Although efforts were made to collect data from 100% of each, some faculty declined participation; some felt that they did not have any information related to partnerships that would be helpful and some simply refused to participate. Details about the individuals not included in this data are available for on-site review during the site visit. First-round data is collected via in-person interviews conducted by OGHCP staff. Subsequent data is updated electronically each year. Data include partners; descriptions of partner initiatives; type (research, teaching, service, workforce development); duration; geographic location; faculty, student, and staff involvement; and funding. OGCHP categorizes types of partnerships and their levels of formality, then analyzes the data to determine linkages that may be formed across the school amongst similar initiatives and develops best practices for community-campus partnerships. Data are also made available for use by school faculty conducting community-based participatory research.

- **Assessment of existing continuing education needs:** Using an electronic survey, OGCHP tracks continuing education that is conducted by all school full-time faculty members and staff within centers and institutes. This captures a snapshot of existing continuing education needs from among School of Public Health stakeholders. In analyzing the data, OGCHP is able to measure the reach of current continuing education initiatives coming from across the school. This informs the development of “Public Health & YOU” offerings, by illuminating existing programs and identifying training gaps.

**Other ongoing assessments:**

- **Assessment of Professional Development Trainings for AmeriCorps Members:** OGCHP is responsible for providing professional development training to AmeriCorps members, which is supported by state-level funding and supplemental funding by the SPH Department of Applied Health Science. Trainings take place monthly for four hours. The training curriculum was developed by an AmeriCorps VISTA member serving with the school from 2010-
Needs assessments, focus groups, and pilot tests were conducted as part of the development of the training curriculum. Following each session, OGCHP collects information from AmeriCorps members via an online survey. Each survey consists of ten questions designed to assess the relevance and quality of the lessons presented. It also asks for recommendations to improve future trainings. At the end of the term, AmeriCorps members are asked to complete a survey to assess the training curriculum as a whole; this final survey includes a request for suggestions for future training topics. Twelve trainings and twelve surveys are conducted annually.

- **International visiting scholar partner assessments**: Each year, the school hosts 10-20 international visiting scholars from overseas partners through the SPH Visiting Scholars Program, coordinated by OGCHP. Prior to arrival, scholars must articulate collaborative outcomes for their visit, during which they partner with faculty on research and teaching. Each semester, scholars are interviewed by OGCHP to ensure their training needs are being met. At the end of their term, scholars and their hosts complete a visit summary, including recommendations for how the program may be improved.

- **OGCHP communications assessments**: Feedback mechanisms are built into OGCHP efforts to enhance partners’ organizational capacities. OGCHP newsletters on workforce development opportunities are sent to over 245 community and school recipients. Community readers are encouraged to, and do, respond with feedback.

3. **Centers and Institutes**: Centers and institutes across the school assess needs for, and conduct, continuing education programming to most effectively serve their stakeholders and develop programming. Important to the preparation of workforce development initiatives by these centers and institutes is their internal and ongoing collection of data via both research and partnership-oriented activities with their specific constituents and target populations. The sample of centers and institutes highlighted below in Table 3.3.1 provides a summary of the unique forms of assessment conducted by those centers and institutes with an explicit focus on the delivery of continuing education to their specific stakeholders.

**Using Assessment Data to Inform Workforce Development Initiatives**

Synthesized assessment data from the statewide workforce development steering committee, school-led assessments, and centers and institutes is systematically used by OGCHP to form the school’s plan for continuing education and workforce development.

OGCHP synthesizes identified training needs for current and future practitioners and creates the Summary of Training Needs Assessment. The findings are reported to the school’s Public Health Community Advisory Board, the Community Engagement and Workforce Development Committee, and the Office of Career Services via regular meetings, and to faculty via OGCHP department liaisons.

Based on the needs identified in its Summary of Training Needs Assessment, OGCHP conceptualizes “Public Health & YOU” continuing education (CE) offerings. The initiatives are vetted through the school’s Community Engagement and Workforce Development Committee, the Office of Career Services and the Public Health Community Advisory Board. OGCHP then works closely with school faculty and centers to develop continuing education trainings. “Public Health & YOU” offerings currently include an e-learning series, a webinar series for local health
OGCHP evaluates each CE program following its delivery to improve current trainings and inform the development of future programs. Overall, OGCHP’s tiered approach to workforce development supports the professional development of the public health workforce to better serve all communities and constituents.

Table 3.3.1 Description of Assessment Activities of Selected Centers and Institutes

<table>
<thead>
<tr>
<th>Center/Institute</th>
<th>Stakeholders</th>
<th>Description of Assessments for Continuing Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Center for AIDS/STD Prevention</td>
<td>Professionals and members of the public interested in behavioral and social barriers to HIV/STD prevention, particularly those in rural areas.</td>
<td>This center focuses on the translation of research into meaningful continuing education and technical assistance resources for public health professionals, with an emphasis on those in rural areas of the United States. To deliver such activities, this center focuses on the identification of important and emerging trends from its own research portfolio and the research of others as the foundation for the selection of its educational efforts. Additionally, the center maintains the rural listserve which provides a mechanism for providers throughout the world to communicate about educational and technical assistance needs.</td>
</tr>
<tr>
<td>Center for Sexual Health Promotion</td>
<td>Practitioners from community-based health organizations, lay individuals, and representatives of government and industry who are focused on using research to inform the development of interventions, policies, and other public health efforts that improve sexual health in societies around the world.</td>
<td>This center's goals for continuing education are explicitly focused on the translation of its research for educational purposes. Among the center's primary efforts in research are the dissemination of large nationally representative studies of sexual health behavior. The findings from these studies inform the educational efforts of the faculty and students within this center.</td>
</tr>
<tr>
<td>Eppley Institute for Parks and Public Lands</td>
<td>Park, recreation and public land management professionals.</td>
<td>This center assesses the training and development needs of the parks management community of practice through biannual meetings of its National Advisory Board, quarterly meetings with major contract/grant partners, analysis of trends in the field, and frequent meetings with regional program governing boards.</td>
</tr>
<tr>
<td>Indiana Prevention Resource Center</td>
<td>Drug-abuse prevention professionals, mental health professionals</td>
<td>The Indiana Prevention Resource center coordinates and develops continuing education opportunities based on a needs assessment of professionals who regularly access the services of the center. Additionally, the Substance Abuse and Mental Health Services (SAMHSA) guides the center to use data driven, evidence based initiatives for consumers.</td>
</tr>
<tr>
<td>National Center on Accessibility</td>
<td>Organizations required to assess their facilities for accessibility</td>
<td>The National Center on Accessibility develops and delivers trainings based on prevailing trends noted in technical assistance requests, assessments, updates in accessibility legislation, and collaboration with national partners.</td>
</tr>
</tbody>
</table>
b. A list of the continuing education programs, other than certificate programs, offered by the school, including number of participants served, for each of the last three years. Those programs offered in a distance-learning format should be identified. Funded training/continuing education activities may be reported in a separate table.

Implementation of our strategic vision for workforce development occurs through efforts centered at three levels in the school, including: (1) efforts on behalf the school that are monitored and facilitated through the Office of Global and Community Health Partnerships (OGCHP); (2) topic- and audience-focused efforts found within the school’s centers and institutes; and (3) activities and partnerships that are led by individual faculty.

1) Efforts monitored and facilitated by the OGCHP

The OGCHP serves as the lead entity for the school’s workforce development activities, including assessment, partnership facilitation, and continuing education. OGCHP leads the school’s efforts to understand the education and capacity-development needs of the public health workforce and works closely with the Committee on Community Engagement and Workforce Development, the official governance-based standing committee of the school charged with implementing and evaluating a strategic and comprehensive approach to workforce development. The branded workforce development and continuing education program of OGCHP is referred to as “Public Health & YOU” in subsequent descriptions and tables. A description of these types of activities is below:

Public Health & YOU: This is the formal, branded, school-level continuing education program of the school. Based upon findings from assessments of the workforce, this initiative provides public health training to community-based practitioners. Under the “Public Health & YOU” brand, two types of activities are currently offered:

Public Health & YOU: Professional Development Certificate in Public Health: This is an online training series that is designed to strengthen the capacity of community-based health professionals. Based on assessments of the workforce, the need to strengthen knowledge in the core public health science areas became clear.

This self-guided online series comprises five courses:
1. Introduction of Public Health
2. Epidemiology and Biostatistics
3. Social and Behavioral Health
4. Environmental Health
5. Policy and Administration

A promotional flyer about the “Public Health & YOU” series provides a brief overview of the initiative as described to community constituents. The “Public Health & You” website is located here. “Public Health & YOU” launched in June 2014.

Public Health & YOU: Strategic Planning for Indiana Local Health Departments: Another component of the “Public Health & YOU” campaign is a strategic cooperative agreement with the Indiana State Department of Health (ISDH) to deliver continuing education programs focused on the accreditation
needs of local health departments. Beginning in early 2012, OGCHP worked with faculty, ISDH, and local health department officials to design and deliver webinars on strategic planning. School of Public Health faculty present alongside health department officials on the theory and application of such topics as hiring interns, mission/vision/values, using data for strategic planning, and developing goals and objectives. The webinars are available on the ISDH website and will be built into the “Public Health & YOU” online platform.

**Liberia public health workforce development:** As an example of international workforce development efforts, the school has also applied aspects of the “Public Health & YOU” campaign as a central partner in a university-wide initiative funded by the US Agency for International Development (USAID), to establish a University of Liberia Center of Excellence in Health and Life Sciences. The overall initiative builds capacity within the University of Liberia programs that address a national shortage of healthcare workers, by developing new programs in areas like public health, bio-technology, and nursing. This has been the school’s primary global continuing education initiative for 2011-2014. It has resulted in the development of a public health diploma program that, with the support of the Liberian Ministry of Health, has resulted in a new cadre of middle-level public health professionals called Public Health Technicians (PHT). PHTs will provide public health interventions reflecting current best practices in the region.

**International visiting scholars program:** Annually, between ten and twenty international scholars visit the SPH to collaborate on projects and observe school programs, through the international visiting scholars program managed by OGCHP. This is an important professional development opportunity for many of the visitors and program is a channel through which the school builds collaboration with public health partners of strategic interest. Whenever possible, OGCHP connects scholars with Indiana-based partners to share knowledge and to help build capacity on commons areas of interest.

2) **Centers and Institutes**

Across the school, centers and institutes implement topic- and audience-specific workforce development activities, including continuing education, workforce training, and capacity-building partnerships. Such center-driven initiatives range from HIV and other STD prevention, to matters related to alcohol, tobacco and other drug abuse prevention, to use of parks and public lands, promotion of physical activity, and engagement in outdoor education. These efforts are referred to as “Centers and Institutes” in subsequent descriptions and tables.

3) **Individual faculty**

Also critical is the work of individual faculty who incorporate workforce development outcomes into a range of extensive and sustained partnerships around the world, and who contribute to the school’s workforce development activities through highly targeted educational efforts with community audiences. These are referred to as “individual faculty” in subsequent descriptions and tables.

**Table 3.3.2** provides a summary of continuing education activities conducted by the school over the past three years (2011-2014). Each section of the table summarizes one year of these three years respectively. Activities are categorized according to the coordinating entity
providing the service: (1) efforts on behalf the school that are monitored and facilitated through the Office of Global and Community Health Partnerships (OGCHP); (2) topic- and audience-focused efforts centered within the school’s centers and institutes; and (3) activities and partnerships that are led by individual faculty.

Because Table 3.3.2 provides a summary of continuing education activities during the past three academic years, it does not include a summary of data from the school’s new Public Health and YOU continuing education series, which started during the summer of 2014. The table below provides a summary of the data for Public Health & YOU during the period June 2014-September 2014. This table includes mutually exclusive data between the individual courses and the full certificate program, meaning that the numbers of enrollees by an individual course are those who have signed up for that course; the number reported for the certificate program is exclusive of those in an individual course.

<table>
<thead>
<tr>
<th>Public Health &amp; YOU Courses</th>
<th>Enrollment*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full 5 Course Certificate Program</strong></td>
<td>223</td>
</tr>
<tr>
<td><strong>Individual Courses</strong>**</td>
<td>**</td>
</tr>
<tr>
<td>Introduction to Public Health</td>
<td>59</td>
</tr>
<tr>
<td>Environmental Health</td>
<td>37</td>
</tr>
<tr>
<td>Epidemiology and Biostatistics</td>
<td>37</td>
</tr>
<tr>
<td>Public Health Administration</td>
<td>30</td>
</tr>
<tr>
<td>Behavioral, Social and Community Health</td>
<td>37</td>
</tr>
</tbody>
</table>

* Enrollees between the period June 1, 2014 and September 30, 2014
** Not inclusive of those who are enrolled in a course due to enrollment in the full certificate program.

c. Description of certificate programs or other non-degree offerings of the school, including enrollment data for each of the last three years.

The school offers certificate programs that take two forms, including certificates designated as credit-generating certificate programs (academic certificates) and certificates that are focused solely on building community workforce capacity (community certificates).

**Academic Certificates**

**Online Graduate Certificate in Public Health:** The Online Graduate Certificate in Public Health was approved by the SPH Academic Council in fall 2013 and was approved by the Indiana Commission on Higher Education in September 2014. This certificate, planned to launch in January 2015, is designed for individuals who are not enrolled in any other degree program classified as public health and includes coursework in the five core areas of public health, plus a field experience. The certificate will be delivered online. Students enrolled in degree programs within the School of Public Health are not eligible to take courses through the certificate to satisfy degree requirements.

**Online Graduate Certificate in Gerontology and Health:** The Online Graduate Certificate in Gerontology and Health provides graduate students, individual practitioners, and professionals working with the elderly a substantive foundation in gerontology coursework at the graduate level and an opportunity to apply knowledge through a practicum. This certificate may be earned concurrently with a master’s degree or earned independently. Admission to the certificate
program requires that the student be admitted to Indiana University and successfully complete nine credits of approved coursework and a five credit practicum. Enrollment data for the past three years are provided below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>3</td>
</tr>
<tr>
<td>2012-2013</td>
<td>3</td>
</tr>
<tr>
<td>2013-2014</td>
<td>7</td>
</tr>
</tbody>
</table>

Therapeutic Outdoor Programs Certificate: A graduate Certificate in Therapeutic Outdoor Programs (TOP) is offered through the Department of Recreation, Park, and Tourism Studies. TOP provides graduate students and professionals with a comprehensive foundation of therapeutic interventions, theory, and practice as they apply in an outdoor context, for groups with specific needs. The 16 credit certificate incorporates the knowledge and skills of outdoor leadership, adventure therapy, outdoor programming, therapeutic processes, and a final practicum experience for applying these skills. The certificate reflects the students’ ability to learn outdoor leadership skills and therapeutic intervention techniques for working with specific populations in various outdoor programs and environments. Enrollment data for the past three years are included below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>4</td>
</tr>
<tr>
<td>2012-2013</td>
<td>5</td>
</tr>
<tr>
<td>2013-2014</td>
<td>6</td>
</tr>
</tbody>
</table>

Certificate in Martial Arts: Students earning the 23 credit hour undergraduate Certificate in Martial Arts demonstrate the motivation, discipline, and expertise to exceed the normal standards of martial arts training and teaching. The Kinesiology Martial Arts Certificate program incorporates key foundation courses into the martial arts curriculum, such as Structural Kinesiology, Current Concepts and Applications in Physical Fitness, and Introduction to Sport Management. In addition the student is guided to selected elective courses in the areas of sport management and physical fitness. Each student chooses to specialize in one of three areas of martial arts: Hapkido, Karate, or T’ai Chi Ch’uan, and must attain black belt proficiency or the equivalent in at least one of the martial arts. Enrollment data for the past three years are included below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>2</td>
</tr>
<tr>
<td>2012-2013</td>
<td>1</td>
</tr>
<tr>
<td>2013-2014</td>
<td>1</td>
</tr>
</tbody>
</table>

Certificate in Safety Management: The undergraduate Certificate in Safety Management enables individuals to acquire a 24 hour certificate in Safety Management. To be awarded the certificate, individuals must complete 24 hours which includes a 15 hour core of designated safety management courses and an additional nine hour block of designated courses from one of three concentrations. These concentrations are Health Care, Homeland Security, or Process Safety Education. Students electing to complete a Certificate in Safety Management must initiate this process by signing up with a designated safety faculty member (department of
Applied Health Science) who is responsible for advising those who enroll. Enrollment data for the past three years are included below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>1</td>
</tr>
<tr>
<td>2012-2013</td>
<td>0</td>
</tr>
<tr>
<td>2013-2014</td>
<td>0</td>
</tr>
</tbody>
</table>

Certificate in Underwater Resource Management: The curriculum in Underwater Resources Management (URM) emphasizes research, education, and interpretation of underwater resources with emphasis on park development, management, and sustainable use of significant submerged cultural and biological resources. The URM certificate program requires a minimum of 24 credit hours with the scuba skill development courses offered by the Academic Diving Program in the Department of Kinesiology, and underwater park development courses offered in the Department of Recreation, Park, and Tourism Studies. Enrollment data for the past three years are included below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>9</td>
</tr>
<tr>
<td>2012-2013</td>
<td>7</td>
</tr>
<tr>
<td>2013-2014</td>
<td>0</td>
</tr>
</tbody>
</table>

Community Workforce Targeted Certificates

Emergency Medical Technician: The Department of Applied Health Science offers courses through which requirements for Emergency Medical Technician (EMT) State certification. This collaboration between the school and the state of Indiana Division of Homeland Security prepares students to care for victims of accidents or medical emergencies in pre-hospital environments. Students enrolled in this certificate program to complete academic coursework from the school in order to achieve the required EMT certification by the state. The courses emphasize emergency medical techniques, such as airway management, medical emergencies, trauma emergencies, IV maintenance, O₂ therapy, airway adjuncts, and patient assessment skills. Enrollment data for the past three years are included below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>213</td>
</tr>
<tr>
<td>2012-2013</td>
<td>230</td>
</tr>
<tr>
<td>2013-2014</td>
<td>200</td>
</tr>
</tbody>
</table>

Public Health Professional Development Certificate: Resulting from the “Public Health & YOU” online learning series (described previously), participants earn a professional development certificate in the basic sciences of public health. These courses do not carry academic credit. This is an online training series that is designed to strengthen the capacity of community-based health professionals. This self-guided online series comprises five courses: 1) Introduction of Public Health, 2) Epidemiology and Biostatistics, 3) Social and Behavioral Health, 4) Environmental Health, and 5) Policy and Administration. This certificate is delivered entirely in an online format and became available in early June 2014. Enrollment is therefore only inclusive of the individuals who have enrolled between the period June 1, 2014 – September 30, 2014.
d. Description of the school’s practices, policies, procedures and evaluation that support continuing education and workforce development strategies.

Faculty Governance
The Committee on Community Engagement and Workforce Development is a committee of the school’s faculty governance body, the Academic Council.

The committee provides leadership to the school in two key areas:

1) faculty, staff, and student engagement with community-based entities in ways that contribute to the advancement of public health practice, and
2) the involvement of faculty, staff, and students in programs that support the professional development of a multidisciplinary public health workforce.

This committee contributes to the school’s evaluation and planning activities by reviewing the aforementioned workforce development assessment data, related to school goals and objectives specific to community engagement and workforce development. The committee also vets workforce development objectives that are conceptualized by OGCHP based on community assessments. A core function of this committee is to guide evaluation and planning activities related to community partnerships and workforce development.

Office of Global and Community Health Partnerships (OGCHP)
As noted, OGCHP spearheads all school-level workforce development strategy and initiatives. A summary of OGCHP primary activities is provided below:

1. Advisory board: The School of Public Health relies upon the Public Health Community Advisory Board as an expert source of knowledge. Board members review CEPH documents, evaluate proposals for workforce development initiatives, act as subject matter experts in continuing education activities and ultimately shape workforce development initiatives to make them responsive to the needs of the workforce.
2. Statewide workforce development steering committee: The IU School of Public Health-Bloomington and Richard M Fairbanks School of Public Health convene a statewide workforce development steering committee. Facilitators from the two schools hold regular meetings to discuss workforce needs, collaborate on assessments and address other issues. Representatives from academic institutions and professional organizations are members of the committee.
3. Public Health & YOU: OGCHP manages all activities associated with this branded continuing education campaign.
4. Partnership development: OGCHP regularly facilitates the development of community-campus partnerships by connecting external organizations with faculty and students for collaboration. To do so, the office relies on an extensive network of contacts held by both its staff and gathered through the Public Health Partnership Tracking System. Examples of workforce development-focused partnerships facilitated by OGCHP include the facilitation of the Lawrence County Domestic Violence Task Force, development of interpersonal and bullying prevention curriculum for North Lawrence Community Schools.
and Mitchell Community Schools, and membership on the steering committee for the Community-Campus Partnerships for Health conference.

5. **Department liaisons:** OGCHP has identified a staff member to serve as a liaison with each academic department of the school. The department liaison is responsible for regularly communicating with faculty members, attending faculty meetings and other appropriate meetings within the department. Liaisons regularly send tracking forms to faculty members to facilitate collecting data on continuing education and partnerships. Liaisons also meet with individual faculty to interview and collect necessary information as needed.

6. **Global health workforce development:** Leveraging its international visiting scholars program, OGCHP connects community partners and international visitors to discuss how best to address universal workforce development needs, in the US and abroad. As needed, the school adapts workforce development resources to meet needs of international partners.

7. **AmeriCorps member trainings:** The AmeriCorps Improving Health throughout Indiana program supports continuing education of the public health workforce by providing monthly trainings to members and surveying members each month to determine additional education needs. Mandatory monthly trainings on professional development topics take place on the first Friday of every month. Following each training, the program director sends an electronic survey to members evaluating the quality of that training and asking for feedback on future topics.

8. **Email updates and newsletters:** As part of the practices that support the School’s workforce development strategies, we continue to send quarterly newsletters to our participant listserv of over 245 community health workers and other constituents. The newsletters include information on continuing education, job opportunities, community/university events and other resources. These resources allow us to strategically disseminate information to community partners, faculty, staff and students in order to foster future collaborations.

**Tenure, promotion, and faculty recognition**

The School of Public Health-Bloomington encourages community engagement and workforce development through the following policies and practices related to faculty recognition. Community engagement is identified as being among the criteria for which faculty can be assessed for matters related to tenure and promotion, in all areas of research, teaching, and service. A copy of the school’s tenure and promotion guidelines is included as Electronic Resource 1.3.i.

The School of Public Health Bloomington has added community engagement to the criteria to be considered in determining recipients of the Trustees’ Teaching Award, an annual award given each spring to honor outstanding teaching during the previous academic year. All tenured and tenure-track faculty as well as full-time lecturers and clinical faculty whose primary duty is teaching are eligible for the award. Recipients of the award receive a sum of $2,500.

Each year, the Committee on Research and Creative Activity also makes available funding to stimulate the development of research-focused partnerships with community organizations. Funds are offered both for Indiana-specific as well as international partnership development. Recipients of this funding work closely with the Office of Global and Community Health Partnerships to offer a continuing education event related to partnership development.
A list of other educational institutions or public health practice organizations, if any, with which the school collaborates to offer continuing education.

Table 3.3.3 provides a summary of the partners for workforce development and continuing education activities of the school during the 2013-2014 academic year.

Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths

The school has active workforce development and continuing education programs that support the ongoing development of individuals working on the front lines of public health and in other organizations whose services make important contributions toward the goals of public health. During the 2013-2014 academic year, entities within the school delivered a total of 237 continuing education events that collectively reached over 22,600 individuals.

Included within the school's approach to continuing education are efforts to reach those through the traditional portals for the delivery of public health services (e.g., health departments, public health community organizations) as well as those entities not traditionally labeled public health yet routinely provide services that influence the health and quality of life of individuals from diverse geographic regions and communities.

During its transition to a school of public health, the school established the Office of Global and Community Health Partnerships (OGCHP) in response to the need for workforce development activities to be linked to a more formal, organized, and branded entity. OGCHP serves as the lead entity for the school's workforce development activities, including assessment, partnership facilitation, and continuing education.

Also, in response to the self-study, faculty approved changes to the governance structure of the school through the establishment of the Committee on Community Engagement and Workforce Development, which as of fall 2013 became an official standing committee of the SPH Academic Council (the school’s lead governance body). This committee provides leadership to the school in two key areas: 1) faculty, staff, and student engagement with community-based entities in ways that contribute to the advancement of public health practice; and, 2) the involvement of faculty, staff, and students in programs that support the professional development of a multidisciplinary public health workforce. As a core function, this committee contributes to the school’s evaluation and planning activities related to goals and objectives specific to community engagement and workforce development.

While the school has had active programs in workforce development for decades, a weakness identified in the most recent CEPH accreditation process for the school's MPH program (2010-2011) was that the school lacked three important components of a comprehensive approach to workforce development, including: 1) structured processes for the assessment of workforce needs, 2) mechanisms for the ongoing tracking and reporting of workforce development activities across the school, and 3) a formal, branded, and community-identified continuing education initiative. Since that accreditation review, and in direct response to both that review and this self-study, the school has prioritized enhancements to both its infrastructure and programs in this area.
Formation of the Office of Global and Community Health Partnerships (OGCHP) resulted in the significant advancement of the school’s approach to workforce development. Via this office and the systems it has implemented, the school pursues a structured approach to assessing needs of the public health workforce, including the needs of those within disciplines not traditionally considered public health yet make important contributions toward the goals of public health. Annual productivity in the area of workforce development is tracked via the Public Health Partnerships Tracking System that is managed by OGCHP. This process includes one-on-one interviews with faculty throughout the school to collect data related to workforce development and community-based partnerships. OGCHP also collects data throughout the year on an ongoing basis related to continuing education programs that are delivered by individual faculty and those that are delivered via the school’s diverse portfolio of centers and institutes.

During the self-study, OGCHP led the process of developing the “Public Health & YOU” initiative, designed as the school’s first formal branded continuing education program to increase public health competencies among those working in public health. The structure and content of this initiative was developed in close collaboration with representatives from diverse community-based health organizations. In particular, “Public Health & YOU” has been co-branded with three leading entities in the state of Indiana, including the Indiana State Department of Health, the Indiana Public Health Association, and IU Health Bloomington, the leading primary care delivery organization for the vast majority of rural areas south of Indianapolis. The initiative provides a no-cost and community-focused series of online courses that seek to help individuals from a wide range of disciplines and organizations understand the manner in which the basic knowledge and skills of public health can facilitate improvements in the health status of their constituents. This initiative was launched in early June 2014 and a comprehensive update as to its progress will be included in final version of the self-study to be submitted in late 2014.

The school’s location in rural southern Indiana necessitates a more holistic interpretation of workforce development, and consistent with the contemporary philosophies of leading public health entities, the school’s approach to workforce development includes both continuing education and significant efforts to cultivate partnerships between the school’s faculty, staff, and the diverse organizations that provide services and programs influential to health. The annual tracking systems of the school identified that in the 2013-2014 academic year, there were a total of 68 faculty and 36 staff engaged in approximately 150 community-academic partnership efforts that had an explicit focus on building workforce capacity. These partnerships included over 3,000 individuals in the Indiana workforce and approximately 26% of these partnerships engaged students.

Weaknesses
Assessing the needs of a workforce that is as large and diverse as the one represented by our school’s constituents is challenging and this remains an area where we believe there is room for improvement. In particular, the school has worked closely with other academic institutions in the state, especially the Fairbanks School of Public Health on IU’s Indianapolis campus, to initiate the statewide workforce development steering committee. The goal of this effort is to identify gaps and training needs in a more collaborative way and to establish continuing education priorities in ways that do not duplicate, but instead enhance, the similar work being conducted by the large number of academic and community organizations in the state that provide education to health-related professionals.
Future Plans
Immediate plans for enhancing the school’s workforce development efforts during the 2014-2015 academic year include:

- Full implementation of the school’s “Public Health & YOU” initiative, with strategic and engaged work on a local level throughout the state to help diverse groups of professionals understand the manner in which their development of public health competencies will facilitate improvements in their efforts to enhance the health of their communities.

- Working toward the expansion of “Public Health & YOU” based upon findings from assessments that indicate a need for our continuing education portfolio to move beyond public health basics into new areas that challenge the workforce, particularly those related to professional development, strategic planning, research and evaluation, and the use of social media and technology in public health service delivery.

- Continuing efforts to build the statewide workforce development steering committee in order to work toward more coordinated assessments and programs that capitalize upon the range of strengths within our school and that can be accomplished in collaboration with our academic and community partnership throughout the state.

- Maintaining our partnership with the Indiana State Department of Health and working closely with the Indiana Public Health Association to develop and deliver programs and assistance related to the current efforts of local health departments to pursue accreditation.

- Continuing to improve the public health partnership tracking system used by the school on an annual basis to better understand the nature of the school’s partnerships with community organizations and to identify trends and needs that will ensure the school remains responsive to the priorities of diverse constituents.