

**Council on Education for Public Health
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REVIEW FOR ACCREDITATION
OF THE
COLLEGE OF PUBLIC HEALTH
AT
NATIONAL TAIWAN UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

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Table of Contents

Introduction.....	1
Characteristics of a School of Public Health.....	2
1.0 THE SCHOOL OF PUBLIC HEALTH.....	3
1.1 Mission.....	3
1.2 Evaluation and Planning.....	4
1.3 Institutional Environment.....	6
1.4 Organization and Administration.....	7
1.5 Governance.....	8
1.6 Fiscal Resources.....	10
1.7 Faculty and Other Resources.....	11
1.8 Diversity.....	13
2.0 INSTRUCTIONAL PROGRAMS.....	15
2.1 Degree Offerings.....	15
2.2 Program Length.....	16
2.3 Public Health Core Knowledge.....	17
2.4 Practical Skills.....	18
2.5 Culminating Experience.....	18
2.6 Required Competencies.....	19
2.7 Assessment Procedures.....	20
2.8 Other Graduate Professional Degrees.....	23
2.9 Bachelor's Degrees in Public Health.....	23
2.10 Other Bachelor's Degrees.....	25
2.11 Academic Degrees.....	25
2.12 Doctoral Degrees.....	26
2.13 Joint Degrees.....	27
2.14 Distance Education or Executive Degree Programs.....	27
3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.....	28
3.1 Research.....	28
3.2 Service.....	29
3.3 Workforce Development.....	30
4.0 FACULTY, STAFF AND STUDENTS.....	30
4.1 Faculty Qualifications.....	30
4.2 Faculty Policies and Procedures.....	31
4.3 Student Recruitment and Admissions.....	32
4.4 Advising and Career Counseling.....	33
Agenda.....	35

Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the College of Public Health at National Taiwan University (NTU). The report assesses the college's compliance with the *Accreditation Criteria for Schools of Public Health, amended June 2011*. This accreditation review included the conduct of a self-study process by college constituents, the preparation of a document describing the college and its features in relation to the criteria for accreditation and a visit in November 2016 by a team of external peer reviewers. During the visit, the team had an opportunity to interview college and university officials, administrators, teaching faculty, students, alumni and community representatives and to verify information in the self-study document by reviewing materials provided in a resource file. The team was afforded full cooperation in its efforts to assess the college and verify the self-study document.

Taihoku Imperial University was founded in 1928 by the Japanese colonial government. In 1945, the Republic of China won the war of resistance against Japan, and Taihoku Imperial University was formally transferred to the Nationalist government and renamed National Taiwan University. After the restructuring of the university, it contained six colleges, 22 departments and about 600 students.

Today, the university has 11 colleges, 54 departments, 103 graduate institutes and four university-level research centers. Student enrollment has grown to more than 33,000: about 17,000 undergraduates and 15,000 graduate students.

NTU offered its first public health degree program in 1959. Today, the College of Public Health has 56 full-time faculty, about 700 students and more than 3,000 alumni. It offers degrees at the bachelor's, master's and doctoral levels. The college became an applicant with CEPH in 2013, and this is its first accreditation review.

Characteristics of a School of Public Health

To be considered eligible for accreditation review by CEPH, a school of public health shall demonstrate the following characteristics:

- a. The school shall be a part of an institution of higher education that is accredited by a regional accrediting body recognized by the US Department of Education.
- b. The school and its faculty shall have the same rights, privileges and status as other professional schools that are components of its parent institution.
- c. The school shall function as a collaboration of disciplines, addressing the health of populations and the community through instruction, research, and service. Using an ecological perspective, the school of public health should provide a special learning environment that supports interdisciplinary communication, promotes a broad intellectual framework for problem-solving, and fosters the development of professional public health concepts and values.
- d. The school of public health shall maintain an organizational culture that embraces the vision, goals and values common to public health. The school shall maintain this organizational culture through leadership, institutional rewards, and dedication of resources in order to infuse public health values and goals into all aspects of the school's activities.
- e. The school shall have faculty and other human, physical, financial and learning resources to provide both breadth and depth of educational opportunity in the areas of knowledge basic to public health. As a minimum, the school shall offer the Master of Public Health (MPH) degree in each of the five areas of knowledge basic to public health and a doctoral degree in at least three of the five specified areas of public health knowledge.
- f. The school shall plan, develop and evaluate its instructional, research and service activities in ways that assure sensitivity to the perceptions and needs of its students and that combines educational excellence with applicability to the world of public health practice.

These characteristics are evident in the College of Public Health at NTU. The college is located in a university with higher-education quality assurance processes and has the same rights and privileges as other professional colleges on campus. The college has a planning and evaluation process that is inclusive, timely and focused on public health research, teaching and service.

The college's faculty complement and broad range of centers support interdisciplinary collaboration given the variety of disciplines addressed. The college's degree programs are organized with an ecological perspective, and faculty and student connections with public health practitioners and local community members ensure that the college fosters the development of professional public health concepts and values. The college has a clearly defined mission with supporting goals and objectives.

The college has adequate resources to offer the MPH degree in the five core areas of public health knowledge and doctoral degrees in at least three areas. The college offers additional public health

bachelor's, master's and doctoral degrees in such areas as global health, occupational medicine and industrial hygiene.

1.0 THE SCHOOL OF PUBLIC HEALTH.

1.1 Mission.

The school shall have a clearly formulated and publicly stated mission with supporting goals, objectives and values.

This criterion is met with commentary. The college's current mission and values have gone through several reconsiderations with each major organizational change but are essentially unchanged from those that were first defined in the 1970s when the university began the establishment of the various units that led to the creation of the current college. The mission and values guided the formation of the college. In 2013, the college reviewed, reaffirmed and also translated the mission and values into English, both as part of the university five-year planning process and as part of the preparations for the CEPH accreditation process. The vision statement was newly created at that time. The college's mission and vision statements are as follows:

The mission of the National Taiwan University College of Public Health is to improve the health and well-being of populations worldwide by devoting to education, research and service.

CPH will be a leading institution that fosters future public health professionals and leadership with sound scientific reasoning and humane caring, pursues innovation and excellence, and is dedicated to developing effective solutions to public health issues.

The college's stated values are compassion, integrity, teamwork and equality. These values are intended to inspire how faculty and students conduct their public health work and to reflect what the college sees as the core spirit of public health.

The college developed its goals and objectives as part of the university's Mid-Term Development Plan, a strategic process that occurs every five years. Beginning in 2013, the college held several rounds of strategic planning meetings focused on the development of goals, objectives and targets. The first meeting was a retreat of all faculty and staff. The second meeting was of the CEPH Accreditation Working Committee, which included faculty and staff from all major units of the college and was chaired by the dean. The third was a consensus meeting to which faculty and staff were invited; this meeting resulted in additional revisions. Subsequently, in November 2014, the Alumni and Students Consulting Meeting included a discussion about policies and procedures to achieve the goals and objectives. Several college committees provided additional revisions prior to release of the final version.

The college identifies three goals for education, three goals for research, three goals for service and practice and two goals for fiscal resources. The self-study documents the current status of progress

toward each goal. Each goal is linked to between one and five specific objectives that have clear and quantifiable measures and targets.

At the end of every academic year, the dean convenes a retreat of all faculty to assess progress toward the goals and objectives and to suggest revisions. Suggested revisions are then considered in the Deans and Directors Meeting. The College Affairs Committee reviews and confirms the resulting modifications.

The mission, values, goals and objectives are made available to the general public as well as to members of the college and university. These guiding statements are posted on the college's website and presented in the college's annual Year Book. The orientation for new students includes a discussion of these statements.

The commentary relates to the misalignment between the expansiveness of the mission (ie, to serve populations worldwide) compared with the more narrowly focused research and service efforts, which are primarily limited to Taiwan. As a result, the mission does not directly map to or guide current college activities to a significant extent. However, the college's global mission is consistent with the strategic plans for the university that were described to the site visit team by the university leadership, who cited a number of recent university activities and leadership roles in the Pacific Rim and relating to developing countries in Latin America and Africa. University leaders noted the efforts made by the college to attract and support international students, in part with the expectation that when those students graduate, they will return to and help improve health in their own country.

1.2 Evaluation and Planning.

The school shall have an explicit process for monitoring and evaluating its overall efforts against its mission, goals and objectives; for assessing the school's effectiveness in serving its various constituencies; and for using evaluation results in ongoing planning and decision making to achieve its mission. As part of the evaluation process, the school must conduct an analytical self-study that analyzes performance against the accreditation criteria.

This criterion is met. The college has an explicit set of annual processes for data collection, evaluation, review, response and modifications that address all of the goals and objectives. These processes are both internal to the college and external; the college receives regular university-level input.

The college conducts both annual reviews and more comprehensive and strategic reviews every five years. These efforts depend on extensive involvement from each department and institute and the college's committees. Students, alumni and community members provide suggestions for improvements and for new directions through ongoing informal processes. Annual reviews are used to identify and implement modifications to the five-year strategic plan (ie, Mid-Term Development Plan).

The responsibilities for data collection and evaluation are explicitly described in the self-study. For both the annual and five-year reviews, every institute and department is required to collect complete data on all relevant objectives. These data are provided to college administrators, who aggregate and distribute the data to the committee charged with oversight for the particular goal or objective. The committee may propose revisions to objectives, targets or for activities related to them. The data and evaluation efforts are discussed at a faculty retreat, typically in August or September of each year. For any approved revisions to activities or measures, responsibility is explicitly assigned to the relevant unit to ensure that the changes are made.

In addition to the college-level reviews that are conducted annually and the five-year university-wide review process, the university also reviews individual institutes and departments. Approximately half of the institutes and departments went through this detailed review in 2013, and the other half completed the review in 2015. The college also sought consultation from international public health leaders in 2014 for its own professional development and quality assurance.

The response to these evaluation processes is monitored by the College Affairs Meeting, which meets every three months. Site visitors confirmed that objectives are regularly reviewed and addressed.

Students participate formally and informally in college planning and evaluation activities. Students are active participants on most college committees and through an organized student organization. In addition, students who met with site visitors cited several changes that had been made on behalf of international students to improve their educational experiences. Additional student suggestions are provided in the exit survey completed by all graduating students.

Community partners and alumni have meaningful involvement in the college's planning and evaluation efforts. These contributions occur primarily through informal means, including the frequent contacts between faculty and members of governmental agencies, businesses and non-governmental organizations. The college also surveys participants in its many trainings and community activities for suggestions of activities, trainings or other roles.

The self-study presents a generally clear and comprehensive overview and explanation of key activities and processes of the college. The self-study provides sufficient information for quantitative and qualitative assessment of the college and the extent to which it achieves its mission, goals and objectives and meets the accreditation criteria. The CEPH Accreditation Working Committee, initiated in January 2014, was responsible for developing the self-study through monthly meetings. To keep the public informed, the college regularly posted information about the progress of the CEPH accreditation process and development of the self-study on the college's website. Some of the community representatives who met

with site visitors confirmed having seen the website postings, and most of them recalled seeing the accreditation updates in the periodic emails that are sent to the college's distribution list of alumni and community partners. At the site visit, most of the students said that they had seen the self-study in its first draft or at later stages.

An Alumni and Students Consulting Meeting was convened on November 19, 2014, to provide structured involvement in the self-study process. The meeting included six alumni representatives working in different fields and eight student representatives. The discussion focused on policies to achieve the goals and objectives and also on how to support the self-study through means such as survey data from alumni and employers. In September 2015, the college convened 30 faculty, five staff and nine students and incorporated their suggestions into the self-study. Various college committees and college leaders conducted additional reviews. Overall, at least three major drafts of the self-study were developed in an iterative and somewhat cyclical process of review and revision that led to the final self-study that was submitted to CEPH.

1.3 Institutional Environment.

The school shall be an integral part of an accredited institution of higher education and shall have the same level of independence and status accorded to professional schools in that institution.

This criterion is met. Taiwan has two external review systems for educational institutions: the university-initiated review and the national review.

NTU has conducted university-initiated reviews for more than 10 years. These reviews are conducted every five years, focus on self-improvement and include four parts: background evaluation, input evaluation, process evaluation and outcome evaluation. Background evaluation includes the mission, organizational structure and governance. Input evaluation includes personnel, physical environment and financial support. Process evaluation includes teaching, research and service. Outcome evaluation includes publications and student performance.

The college's last university-initiated review was in March 2013. It included a five-member external review panel comprising three deans from CEPH-accredited US schools of public health and faculty members involved in public health education in the United States and Japan. The review team concluded that the college had made steady progress in its research and education efforts since its last review but would need further support from the university to create the infrastructure needed to reach its goals. The team's report provided advice about how to balance the college's portfolio of education, research and engagement to achieve its goals of greater visibility, profile and impact on the public's health.

Beginning in December 2005, the Ministry of Education gave its approval for the Higher Education Evaluation & Accreditation Council of Taiwan (HEEACT) to review the higher education system in Taiwan.

HEEACT is an independent, private foundation that is funded by all of the universities and colleges in the country. HEEACT reviews are conducted every five years and are mandatory for all educational institutions belonging to the higher education system in Taiwan. Programs that fail this review are penalized with a quota on the number of students that they are allowed to enroll. The College of Public Health was last reviewed in 2009. During the site visit, college leaders explained that the Ministry of Education is looking at the CEPH accreditation process as a model for accreditation around the country.

The Institute of Engineering Education Taiwan and the Association to Advance Collegiate Schools of Business also accredit specialized and professional degrees at the university.

NTU includes 11 colleges, 54 departments, 103 graduate institutes and four university-level research centers. The university enrolls more than 33,000 students, of which about 17,000 are undergraduates and 15,000 are graduate students. As one of the 11 colleges, the College of Public Health has the same level of independence and status accorded to other professional colleges at the university. The dean reports directly to the university president.

Within the College of Public Health, the dean is ultimately responsible for the development and proposal of the annual operating budget, allocating resources, procuring financial contributions, assigning titles, creating programs and units, recruiting faculty, staff and students and developing college-specific academic standards and policies. This authority is established by the University Council bylaws.

University leaders discussed their vision of making the university a more international, globalized institution and said that the College of Public Health plays an important role in this effort. The president praised the college for its international outreach, quality research and involvement in programs that improve the lives of Taiwanese people. He said that he uses the college as an example for other colleges at NTU.

1.4 Organization and Administration.

The school shall provide an organizational setting conducive to public health learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration that contribute to achieving the school's public health mission. The organizational structure shall effectively support the work of the school's constituents.

This criterion is met. The college has an organizational setting that is conducive to public health learning, research and service. The college is led by the dean, who is supported by three associate deans. The associate dean for academic affairs serves as the head of the Department of Public Health. The associate dean for finance, research and global health leads the Financial Committee and serves as the director of the Global Health Center. The associate dean for practice serves as the head of the MPH program.

The college has six institutes, an MPH program and the Department of Public Health, which houses the BS program. At the time of the site visit, the college had initiated the consolidation of two institutes (the Institute of Occupational Medicine and Industrial Hygiene and the Institute of Environmental Health) into a single unit. The college plans to submit a formal proposal to the Ministry of Education by February 2017 and expects to receive approval within one year. The college also has seven research centers that have been established in response to indigenous health needs.

The college supports interdisciplinary work through its research, service and teaching efforts. At least one faculty member from the college is involved in each of the university's seven participatory research centers. These centers address topics such as climate change and sustainable development, clinical trials, public policy and law and health data research. The research centers housed within the college aim to promote collaborative and/or integrated research and service projects. These centers address topics such as global health, health promotion, translational medicine and environmental and occupational health. The college also requires many students to take Introduction to Public Health (PH 1008) and Public Health: Perspective and Prospect (MPH 7009), both of which are taught by interdisciplinary faculty groups. The college has nearly 70 adjunct and joint-appointment faculty members who bring a range of perspectives and experiences to their contributions to the college.

University leaders cited the college's interdisciplinary work as a strength for the university and the community and a valuable learning opportunity for students. For example, students and faculty from the College of Public Health and the College of Social Science are helping a rural community of more than 200 people relocate to higher ground to protect them from flooding and natural disasters. University leaders told site visitors that contributing to society and applying moral and ethical reasoning are important values across NTU and are fully embodied by the college.

1.5 Governance.

The school administration and faculty shall have clearly defined rights and responsibilities concerning school governance and academic policies. Students shall, where appropriate, have participatory roles in conduct of school and program evaluation procedures, policy setting and decision making.

This criterion is met. The college's administration and faculty have clearly defined rights and responsibilities concerning governance and academic policies. The college has seven standing committees with wide faculty, staff and student representation, as appropriate, to address issues such as resources, recruitment, retention and tenure, curriculum, evaluation, professional development and student services. Committee members serve for one year, and faculty told site visitors that this arrangement is typical and works well.

Given that the College of Public Health and the College of Medicine are geographically close and both are located outside of the main NTU campus, joint committees have been established to run affairs for both colleges. The committees include the Administration Coordination Committee, the Internet Service Working Group, the Book Selection Committee for the Medical Library and the Parking Lot Management Committee for NTU Hospital. Although this arrangement increases organizational efficiency, the self-study acknowledges that the time required of faculty for non-academic governance may be more than that required of faculty in other colleges.

The selection of a dean begins with a search committee (comprising five elected members from within the college, three elected members from outside the college and one member appointed by the NTU president) that conducts private interviews and recommends two to three candidates to the NTU president. The president makes the final decision, and the dean serves a three-year term. A dean may continue for a second term subject to a popular vote by all of the faculty members in the college. A faculty member can only serve two consecutive terms as dean before rejoining the faculty.

Faculty members in the college serve on a number of university-wide committees and contribute to the activities of the institution. Some examples of faculty involvement include participation on the NTU Curriculum Committee, the Campus and Building Space Allocation Team, the Library Committee, the Faculty Grievances Committee, the International Affairs Committee, the NTU Newsletter and the Service Course Review Committee.

On-site meetings with students, alumni and community partners indicated high satisfaction with opportunities to be involved in college governance activities. These constituents said that they feel comfortable communicating with any college representative, including the dean, and that the college is receptive to their feedback. For example, MPH students asked for some variation in the research methods course based on concentration area, and the college adjusted the course based on this suggestion.

The college encourages students to participate in its governance activities, and the College Affair Meeting, the Curriculum Committee and the Space Committee are each required to have at least two student representatives (one for undergraduate students and one for graduate students) present at each meeting. Student societies such as the college's Graduate Student Association and the college's Student Association recommend student representatives. In addition, department/institute committees are also required to have at least one student representative present at meetings.

The Graduate Student Association provides a means for the college's graduate students to be involved in future planning, improving the quality of student life, encouraging high-quality graduate instruction and

otherwise enhancing the student experience. The Student Association represents undergraduate students in the college and provides a means for undergraduates to advocate for their interests and to encourage student engagement. These associations meet about once every two months to assess issues of concern to students and to bring recommendations to college administrators, the associate deans and the dean.

The self-study provides an example of student input to the governance process. The MPH program is relatively new and small compared with long-established institutes such as the Institute of Environmental Health. Therefore, its space allocation has been more limited. MPH students made a formal request to the Space Committee to increase the availability of self-study rooms, and additional space was allocated to MPH students.

1.6 Fiscal Resources.

The school shall have financial resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

This criterion is met. The college has sufficient fiscal resources to fulfill its mission. The college's budget is based primarily on two sources: 1) academic funding from the government and 2) funding from research grants. The government funding is annually allocated through the university to the college and is based on the college's size (ie, number of departmental units and number of students). This funding covers all faculty salaries and related personnel costs and capital expenditures for purchasing equipment and supplies. Although the academic funding varies somewhat from year to year, it is consistently provided and, overall, has increased by about 2% over the last five years. In the most recent year reported, 2015, academic funding from the government was about 106.5 million NT dollars (~\$3.5 million US). For 2016, the self-study provides the funding information through October, and the numbers are in line with prior years. In addition to academic funding, the college has received funding from the Ministry of Education as part of the university's Aim for Top University Project. This funding is allocated at the end of each year based on the college's performance in comparison with other colleges and projects proposed. This funding has been less than 17 million NT dollars (about \$500,000 US) per year and is scheduled to end in 2017.

Funding from research is consistently greater than the college's academic funding from the government and has ranged from about 148 million to 192 million NT dollars (~\$4.7 million to \$6.1 million US) per year over the last five years. About 45% of the research funding comes from Taiwan's Ministry of Science and Technology, and the remainder comes from a broad cross-section of other Taiwanese governmental agencies. Of the seven units within the college, two units (epidemiology and preventive medicine and occupational medicine and industrial hygiene) generate over 70% of the total research funding. For the time reported (2011-2015), research funding was the greatest in 2013. The decrease from 2013 to 2014 is reported to be due to the economic decline within the country; in the last year, funding has increased.

Although not included in the tables provided, the college does generate some limited funding from donors. The donations make up less than 0.5% of the college's annual budget, and the total given in US dollars is less than \$75,000 per year. The college's funds and expenditures are shown in Table 1.

Table 1. Sources of Funds and Expenditures by Major Category, 2011 to 2015					
	2011	2012	2013	2014	2015
Sources of Funds					
Academic Funds	\$104,349,847	\$104,449,665	\$107,491,000	\$108,218,000	\$106,443,000
Aim for Top University Project	\$17,241,738	\$10,481,175	\$14,940,947	\$12,399,860	\$10,266,864
Grants/Contracts	\$180,583,469	\$148,550,869	\$192,913,077	\$165,819,663	\$176,240,560
Total	\$302,175,054	\$263,481,709	\$315,345,024	\$286,437,523	\$292,950,424
Expenditures					
Salaries & Benefits	\$82,389,372	\$88,112,961	\$90,886,595	\$90,728,896	\$87,940,254
Operations	\$29,874,885	\$18,350,405	\$20,379,336	\$17,934,964	\$17,682,610
Travel	\$1,687,328	\$1,186,690	\$1,072,016	\$1,190,000	\$1,176,000
Student Support	\$7,640,000	\$7,280,784	\$10,094,000	\$10,764,000	\$9,911,000
Grants/Contracts Subcontracts	\$180,583,469	\$148,550,869	\$192,913,077	\$165,819,663	\$176,240,560
Total	\$302,175,054	\$263,481,709	\$315,345,024	\$286,437,523	\$292,950,424

- Amounts are expressed as National Taiwan (NT) dollars

- Table excludes F&A funds

- Source of funds only includes funds that were expended; it is not a full accounting of revenue for a fiscal year

The college assesses the adequacy of its fiscal resources using two measures. The college aims to generate more than 100 research projects per year. Data presented in the self-study show that the college has met this goal for the last three years. The college also aims to generate 2 million NT dollars (~\$65,000 US) per year in donations. This second goal was met in 2014, but not in 2013 or 2015.

1.7 Faculty and Other Resources.

The school shall have personnel and other resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

This criterion is met. The complement of full-time faculty more than meets the minimum quantitative requirements needed to sustain the curricular requirements for each core area of the MPH as well as for the eight doctoral degrees and the undergraduate program.

The college has 44 primary faculty members in the five core knowledge areas and an additional 13 primary faculty in occupational medicine and industrial hygiene. The faculty complement in the core areas ranges from five in social and behavioral sciences to 12 in epidemiology.

The total number of faculty and students has remained relatively stable over the past three years. This is because, with some minor exceptions, the number of faculty and slots for students are determined by the

Ministry of Education for all public universities in Taiwan. The college has been able to maintain a slightly higher number of faculty than the ministry's allocated number because of outside research funding.

The faculty complement is adequate for the type of faculty-student interactions expected in public health education, with an overall student-faculty ratio (SFR) of 9.4:1, which includes undergraduate students. Students who met with site visitors described frequent interactions with faculty outside the classroom, including weekly meetings with their advisors. Faculty said that they were not overburdened by their teaching and advising responsibilities. SFRs by discipline for graduate programs range from 5.1:1 (for biostatistics) to 6.8:1 (for social and behavioral sciences).

The college has 22 full-time staff members. During the site visit, faculty commented on the excellence of the staff and said that they were satisfied with the staffing level. The staff includes 12 regular staff, five academic assistants and five project staff. Regular staff have stable funding. Academic assistants are funded from the same college sources as faculty, so the funding for these positions is somewhat less stable, although every academic unit must keep at least one slot for an academic assistant. Project staff positions are dependent on funded projects.

Eight regular staff work in the Office of the Dean and Associate Dean. Each of the four institutes has one to three staff FTEs, with a mix of academic assistants, regular staff and project staff. The Department of Public Health is staffed by one academic assistant and one regular staff. The MPH program is staffed by two project staff. In addition, 16 postdoctoral fellows and 69 research assistants work primarily on specific projects; they also perform some administrative functions for the college.

Some staff have been funded by the Aim for the Top University project, which was scheduled to end in the current academic year. It has been extended for one year, and similar funding may be available for the future. The college has also developed contingency plans for supporting staff through several other mechanisms, if needed.

The college occupies about 55% of the Public Health College Building, which has a green building certificate. The rest of the building is used by the College of Medicine and the NTU Hospital. This shared occupancy provides efficiency in the management of building costs and facilitates interaction among the faculty and students in these related professional areas. The college has 50 faculty offices, 12 classrooms, 36 laboratory spaces that are used for teaching and research, 27 conference rooms and 48 rooms allocated to a variety of uses, including six offices for undergraduate students and the student association. The building also has large open offices for master's degree students (30 desks) and for doctoral degree students and fellows (six desks), a statistical consultation room, a high-level computer server room and a 60-seat computer room for students.

The 36 laboratory spaces cover 18,833 square feet and include biological, chemical and physical laboratories. The wet labs include an array of state-of-the-art equipment to support many different kinds of research. Examples include a real-time PCR system for SNP genotyping, gas chromatography/triple-quadruple mass spectrometer and a wind tunnel. The college has a system to make the equipment available to all faculty and students who show a legitimate need for the equipment. There is also a process for faculty to apply for matching funds to purchase additional equipment for research activities.

The college has access to physical and online university libraries: the Main Library, the Medical Library and the Law and Social Sciences Library. The Main Library receives recommendations from faculty for purchases. The college is strongly engaged with the Medical Library, and each unit of the college has a faculty member on the Medical Campus Books/Journals Purchasing Committee. Although the college noted the challenge of rising costs for online publications, access to public health journals and other relevant materials is sufficient.

The college has identified five outcome measures through which it assesses the adequacy of its personnel and other resources. These measures include maintaining an appropriate SFR for the college overall and for graduate-level courses; providing sufficient space for faculty and students for academic and more informal activities; and promoting cross-disciplinary symposia. All targets were met or exceeded in the last three years. The targets have helped the college maintain a focus on promoting cross-disciplinary activities and have also supported the recent creation of work space and lounge space for students. The current targets will be reviewed at the next annual retreat for possible revision.

The college has many collaborative relationships with community organizations that enhance its teaching, research and service mission. These collaborations include invited seminars, course lectures, research, cooperative grant applications, contracts and service learning experiences. Community representatives who met with site visitors were enthusiastic and provided many examples regarding their involvement with providing lectures, informal meetings with students and serving as formal practicum sites and informal service sites for students at all degree levels.

1.8 Diversity.

The school shall demonstrate a commitment to diversity and shall evidence an ongoing practice of cultural competence in learning, research and service practices.

This criterion is met. The college is committed to equality of opportunity for all members of its academic community. Applicable national government statutes provide the bedrock for this commitment, support for which was widely echoed by the university president, college administrators and faculty. The college complies with these statutes through implementation of university policies, which are largely focused on gender, issues affecting indigenous populations and individuals from remote areas.

The Taiwanese population is largely homogeneous: government data report 97% Han, 2% indigenous and 1% immigrants. The college recognizes that these characteristics challenge customary definitions of representation and diversity. To that end, the college has developed definitions that reflect its unique circumstances. Underrepresented populations are defined as female, disabled and individuals from remote areas. The latter is characterized as people who reside on islands more than 7.5 kilometers (km) from the coast or individuals who live in an area with less than 20% of the average national population density. The government requires agencies and organizations to employ no fewer than 3% of the workforce with individuals who meet the legal definition of being disabled.

The college's diversity targets address gender ratios for faculty and students, faculty and staff members with disabilities and students from remote areas. In 2015-2016, the college had a male-to-female faculty ratio of 1:1.6 and a male-to-female student ratio of 1.1:1; these data exceeded the college's targets. The college employs four faculty members and two staff members with disabilities, which exceeds the college's targets. In the last three years, the college enrolled 3.25%, 1.39% and 0% of undergraduate students from remote areas. The college also tracks students from non-north areas of Taiwan (ie, less developed regions outside of Taipei) and has met or exceeded its targets at all degree levels with the exception of PhD students in one of the three years reported.

Multiple structures within the university ensure review, conformance and progress on diversity policies. Faculty recruitment, promotion and retention consider gender balance and equity in treatment as mandated by the Ministry of Labor. Student diversity, with emphasis on aboriginal students and those from remote areas, is encouraged through accommodations made during the student application process. An example is the Star Program, which provides high school administrators an opportunity to recommend promising under-represented talent for admission to NTU.

Indigenous students and students from remote areas were not available for interviews during the site visit, and as a rule, their identities are protected as a function of confidentiality. The college reported efforts to not publicly disclose those receiving extra assistance to minimize potential stigma.

The site visit team was provided with numerous examples of the college's efforts to provide service to, and work with, indigenous and remote populations. Courses, individual projects and faculty initiatives reveal a supportive environment, which embraces diversity in a Taiwanese context. Furthermore, on-site interviews revealed a deliberate attempt to increase enrollment from non-Taiwanese students, which will contribute to a growing multi-cultural environment.

2.0 INSTRUCTIONAL PROGRAMS.

2.1 Degree Offerings.

The school shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional master's degree in at least the five areas of knowledge basic to public health. The school may offer other degrees, professional and academic, and other areas of specialization, if consistent with its mission and resources.

This criterion is met with commentary. The college offers the MPH and PhD degree in the five core public health knowledge areas as well as BS, MS and PhD degrees in other public health areas such as global health, occupational health and preventive medicine, as shown in Table 2.

Table 2. Instructional Matrix		
	Academic	Professional
Bachelor's Degrees		
Epidemiology and Preventive Medicine		BS
Biostatistics		BS
Health Policy & Management and Health Behaviors & Community Sciences		BS
Environmental Health		BS
Occupational Health		BS
Global Health		BS
Master's Degrees		
Biostatistics	MS	MPH, MS ¹
Epidemiology and Preventive Medicine		MPH
Social and Behavioral Sciences		MPH
Health Services Administration		MPH
Environmental Health Sciences	MS	MPH
Epidemiology	MS	
Preventive Medicine	MS	
Health Behaviors and Community Sciences	MS	
Health Policy and Management	MS	MS ²
Occupational Medicine and Industrial Hygiene	MS	
Doctoral Degrees		
Epidemiology	PhD	
Biostatistics	PhD	
Preventive Medicine	PhD	
Health Behaviors and Community Sciences	PhD	
Health Policy and Management	PhD	
Environmental Health	PhD	
Occupational Medicine and Industrial Hygiene	PhD	
Global Health	PhD	

¹ Classified as other professional, informally called a PMSB degree

² Offered in an executive format, classified as other professional and informally called an eMHA degree

MPH students complete 11 credits of core coursework, six to seven credits of concentration coursework, seven to nine credits of electives, a practicum and a culminating experience. Most MPH concentrations offer a choice of concentration-specific coursework, and students must take at least three courses. In

addition, all MPH students must take Research Methods in Public Health, Public Health Ethics and Public Health: Perspective and Prospect.

The commentary relates to the limited depth of MPH concentration areas. During the site visit, reviewers noted that, given the options in concentration coursework, some concentrations may only vary by one course. This issue is further amplified by the college's policy on electives: although the college maintains a list of approved electives organized by concentration area, students have great autonomy and flexibility in what they may take. On-site discussions indicated that faculty encourage students to take elective coursework that supports their area of study and post-graduation goals; however, advisors are not required to approve elective choices. Students told site visitors that they appreciate this flexibility and do choose closely aligned courses, but the absence of an approval process makes it possible for students to earn a degree with insufficient public health coursework. The college's response to the site visit team's report noted several curricular changes that distinguish concentrations from one another and a policy change. The college has implemented a worksheet for advisors to track and guide students' elective and other coursework, ensuring greater consistency. The worksheet will be implemented in fall 2017, and since all students must meet with their advisors before registering for classes, the worksheet will guide all MPH students.

The Public Health: Perspective and Prospect course is designed to provide an interdisciplinary focus on public health ideas and knowledge. Although the self-study states that every student in the college—regardless of degree level or concentration area—must take this course, faculty clarified on site that all MPH students take this course and some MS and PhD students, depending on concentration. Each week, public health faculty members and public health practitioners from different disciplines give lectures, and students complete reports in groups. These group reports are published in a poster exhibition held at the end of the semester.

2.2 Program Length.

An MPH degree program or equivalent professional public health master's degree must be at least 42 semester-credit units in length.

This criterion is met. All MPH students enrolled before 2014 were required to complete 42 credit hours. In 2014, the college changed the number of credits required for completion of the MPH programs to 36 credits. This change was made to adjust for the difference in how semester credit hours are calculated at NTU, which requires 18 hours of in-class time, versus a typical 15 hours of in-class time for a semester credit at a US university. By applying an adjustment factor of 15/18 to 42 credits, the college determined that 36 credit hours would be more than comparable to the expected 42 hours for an MPH degree. Site visitors confirmed that 35 credit hours would be exactly comparable.

No students admitted prior to 2014 graduated with fewer than 42 credit hours. The eight students admitted since 2014 who have graduated all completed 36 credit hours. There are no provisions for graduation with fewer than the required number of credit hours.

2.3 Public Health Core Knowledge.

All graduate professional degree public health students must complete sufficient coursework to attain depth and breadth in the five core areas of public health knowledge.

This criterion is partially met. All MPH students are required to take 15 to 16 credit hours of coursework that provides a grounding in the fundamentals of public health. The required courses include 11 credits that directly cover the five core areas, as shown in Table 3, and an additional four credits that cover the core areas in a cross-cutting approach. Waivers of the required courses are not permitted.

Core Knowledge Area	Course Number & Title	Credits
Biostatistics	EPM 5030 - Applied Biostatistics	3
Epidemiology	EPM 7112 - Principles of Epidemiology	2
Environmental Health Sciences	MPH 5010 - Risk Analysis in Environmental and Occupational Health	2
Social & Behavioral Sciences	HPM 7037 - Health Social Sciences	2
Health Services Administration	HPM 7010 - Health Organization and Management	2

As discussed in Criterion 2.1, all MPH students must take Public Health: Perspective and Prospect (2 credits). The additional two credits that are required are met by selecting among the following courses:

- Research Methods in Public Health (2 credits)
- Public Health Ethics (1 credit)
- Seminar in Public Health Practicum (1 credit)

Any student without a public health and biostatistical background is also required to take Biostatistical Methods (2 credits).

The concern pertains to insufficient coverage of the breadth of environmental health in the core curriculum. Site visitors reviewed the syllabi for each required course and determined that the other four areas are appropriately covered through targeted and cross-cutting approaches. However, the specific course for environmental health (MPH 5010) is essentially a risk assessment course, lacking many of the topics and perspectives expected of a broad understanding of environmental health. Although there is additional material pertaining to environmental health in the Public Health: Perspective and Prospect course, it is not sufficient to assure the more comprehensive understanding of environmental health that is expected. During the site visit, faculty described broader content that students receive beyond what is included in the written syllabus; however, this content could not be verified by site visitors.

2.4 Practical Skills.

All graduate professional public health degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to students' areas of specialization.

This criterion is met. All MPH students, without exception, are required to complete a 200-hour practicum. A practicum handbook with policies and procedures is provided to all students. Students are encouraged to secure their own practicum site or select from an inventory of over 100 established sites for which the college has a preexisting agreement. Students may not conduct a practicum in their current job.

Students submit a formal application for their field practica after completing at least 50% of required core courses. Typically, this occurs at the completion of their first year or at the end of the first semester of their second year. After a practicum project is approved, a qualified mentor is identified, and the project is initiated. The student is evaluated through three mechanisms: 1) routine preceptor assessment of student performance, 2) an interim report submitted by the student to his/her faculty advisor and 3) a final written report and oral presentation by the student. Student field practicum performance is evaluated through a standardized assessment instrument, which focuses on site productivity, attitude, teamwork and results.

The site visit team reviewed representative written summaries of field practica and concluded that they adequately described student attention to comprehensive and discipline-specific knowledge, skills and abilities.

2.5 Culminating Experience.

All graduate professional degree programs, both professional public health and other professional degree programs, identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.

This criterion is met. The culminating experience for MPH students includes a written thesis, oral presentation and practicum performance evaluation. Assessment of the practicum performance is weighted: written and oral deliverables (70%) and preceptor evaluation (30%). Written policies and procedures are provided to students and were reviewed by site visitors.

The written thesis aims to present the practicum achievements, methods, results, discussion and recommendations for intervention, as appropriate. The structure of the MPH thesis is similar to that of an MS thesis. Four theses available in English were reviewed during the site visit. The four focused on vaccine effectiveness, sexually transmitted disease, chemical safety and HPV-related cancer risks. Students use a combination of research methods, skills and experience obtained via the field practicum as the basis for their thesis.

A panel of three to five experts evaluates the culminating experience for MPH, MS and PhD students to ensure that it allows for the integration of student learning across the curriculum. Each panel member should be accomplished in the academic or practical fields in which the student develops his or her thesis and must meet one of the following qualifications: 1) was or is ranked as a professor or associate professor, 2) holds a doctoral degree or 3) has special accomplishments and is approved by the institute or program committee.

The site visit team interviewed faculty and alumni in addition to reviewing written assessment templates and available MPH theses. The team concluded that the existing processes effectively capture and integrate the comprehensive and discipline-specific competencies in many cases; however, this assessment of competencies is not consistent across concentrations, as discussed in Criterion 2.7.

2.6 Required Competencies.

For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of degree programs. The school must identify competencies for graduate professional public health, other professional and academic degree programs and specializations at all levels (bachelor's, master's and doctoral).

This criterion is partially met. The college has developed sets of core competencies (referred to as generic competencies) for all BS, MPH, MS and PhD students. These competencies are written at an appropriate level for the respective degree and align with the intended path for graduates. Each of the four MPH competencies are complex and contain multiple concepts. In addition to the core competencies, each concentration has between three and six concentration-specific competencies that more clearly define student learning expectations.

Each department/institute Curriculum Committee and the college's Curriculum Committee are responsible for developing and supervising curricula and corresponding competencies. Competencies are first discussed and refined within respective departments/institutes according to the educational goals of each program. The college's Curriculum Committee evaluates and oversees all competencies annually to ensure alignment with the college's mission and goals. Competencies deemed not in alignment are sent back to the department/institute Curriculum Committee for further discussion and revision. Faculty told site visitors that the college used its longstanding MS competencies as a starting point for the development of its MPH competencies. They adjusted these competencies to include a more practical focus. The college also reviewed competency sets from other CEPH-accredited schools of public health and considered which would be good fits based on the college's context and expertise.

The college-level Curriculum Committee considers feedback from alumni, preceptors and employers in its evaluation of competencies. If revisions to competencies and/or curriculum maps are needed,

department/institute Curriculum Committees strive to complete the revisions before the beginning of the next academic year so that the revised expectations are applicable to incoming students.

The lists of competencies, as well as how they will be acquired and evaluated, are posted on the website of each program. This information is also made available to students during the fall orientation, on course syllabi and through faculty discussions with students.

After completing the matrices of competencies and coursework, the college found that there appeared to be relatively fewer courses pertaining to leadership competencies. As a result, faculty in the Institute of Health Policy and Management added a two-credit course to address leadership skills in the area of health policy and management. Similarly, the Institute of Epidemiology, Preventive Medicine, and Biostatistics developed a two-credit course that addresses entrepreneurship and leadership in public health.

The concern relates to the inconsistent coverage of concentration competencies with selective coursework. The MPH program allows students to tailor their concentration areas by selecting options from an approved list; however, the selectives do not always address the same competencies. For example, students in the MPH in health policy and management choose whether to take HPM 7007 Principles in Health Policy or HPM 7069 Marketing and Strategy for Health Organization. The former (HPM 7007) addresses the competency of “Apply research and statistical methods to address issues in health service management.” The latter option does not address this competency, and the other two required courses in this concentration do not address this competency; therefore, it is possible for an MPH student to lack coverage of this competency in the student’s coursework.

2.7 Assessment Procedures.

There shall be procedures for assessing and documenting the extent to which each professional public health, other professional and academic degree student has demonstrated achievement of the competencies defined for his or her degree program and area of concentration.

This criterion is partially met. The college assesses student achievement of competencies through a variety of methods. Courses are designed to evaluate core and/or concentration-specific competencies through midterm and final exams, group discussions, papers, presentations and course participation. Undergraduates must earn an overall grade of C (equivalent to 60%) or above, and graduate students must earn a B- (equivalent to 70%) or above for credit. Students who do not earn these minimum grade thresholds must retake the course the following year. The college monitors student GPA each semester. Students who fail to meet the minimum standards, as defined above, are placed on probation and/or subject to dismissal. Follow-up advisor meetings provide an opportunity for at-risk students to receive targeted counseling.

The Curriculum Committee of the Department of Public Health sets the competencies that undergraduate students must demonstrate during the practicum experience. During students' poster exhibitions, they describe their practicum achievements, including the opportunities to attain and practice competencies. Faculty and preceptors assess the experience using a preset evaluation form. A college representative translated this form for the site visit team and explained that it assesses content, accuracy, precision of information, competency attainment and poster design. Faculty also use the core and concentration-specific competencies to assess the capstone experience completed by BS students. Faculty look for evidence of mastery, integration of competencies and application of knowledge and skills.

The concern relates to the college's sole reliance on coursework to assess competency attainment in some MPH concentrations. The college has an evaluation form for MPH students that lists every core and concentration-specific competency, and faculty assess students as pass/fail on each. On-site discussions indicated that some concentrations complete this form before the culminating experience based on completion of coursework; successful students may then begin the culminating experience.

The college achieves satisfactory graduation rates across its four degree levels. Although many BS students do not graduate in a traditional four-year period because they pursue double majors or minors or change their career plans, the university has set a six-year allowable time to graduate, and the college achieved rates of 84% for students entering in 2009-2010 and 76% for students entering in 2010-2011. Students are still enrolled in more recent cohorts, and the college is still on track to meet the 70% threshold. The MPH degree has a six-year maximum allowable time to graduate. The college achieved rates of 77% and 82%, respectively, for students entering in 2009-2010 and 2010-2011. More recent cohorts have not yet reached the 70% threshold; however, the MPH program still has students actively enrolled. If these students graduate, the college will exceed the threshold. The MS program has a four-year maximum time to graduate and reports graduation rates above 85% each year. The PhD program has a seven-year maximum time to graduate; cohorts beginning in 2007-2008 reported rates of 61%, 67%, 66% and 62%. More recent cohorts still have students progressing through the degree and are on track to exceed the minimum threshold.

The self-study presents post-graduation outcomes near 100% for every degree in each of the last three years. Among BS graduates, compulsory military service is reported by 17%, 7% and 14% in the last three years. The majority of BS graduates (66%, 67% and 62%) pursue further education after completing the undergraduate degree. MPH graduates report being employed one year after graduation at rates of 100%, 96% and 97%. Similar rates are presented for PhD graduates. Among MS graduates in the last three years, 84%, 92% and 80% reported being employed, and 3%, 0% and 11% reported seeking employment. The remaining MS graduates were either pursuing future education or completing the military service required of all healthy adult males in Taiwan. The college reported post-graduation

outcomes on nearly all of its graduates each year. To collect these data, departments and institutes use a variety of approaches to locate and contact graduates such as email surveys and social media sites such as Facebook. In addition, individual faculty members keep in contact with their former advisees and often serve as employment references. Faculty share this information with department coordinators for documentation. Taking all college graduates into consideration, about 50% work in hospital settings, and 35% work in government settings.

The Taiwan Public Health Association administers a Basic Level in Public Health Core Competency Examination to evaluate students' competence in the five core knowledge areas. Taking and passing this exam is highly encouraged but not required for graduation. From 2012 to 2015, the college reported the following pass rates: 72% (23 of 32 students), 74% (14 of 19 students), 82% (nine of 11 students) and 93% (13 of 14 students).

The Taiwanese government also issues licenses and certificates in health administration, environmental health and occupational safety. Factories and companies with more than 300 employees are required by law to hire certified experts to inspect workplaces and protect workers' health and safety. The self-study explains that the national certificate exams are designed to have high competition and low pass rates. Based on the college's graduate summary, 31% of college graduates earned a national certificate in the last four years. Students receive certificates in occupational health specialist, technician for labor health management, occupational safety and hygiene officer, exclusive personnel of air pollution prevention and technical personnel of waste disposal/treatment.

The college collects information about graduates' abilities to perform competencies in a work setting through the alumni survey and from focus groups of employers and preceptors. Alumni have provided feedback about the importance of strong English language skills for their career advancement; as a result, the college increased the number of courses taught in English. Alumni have also noted weaknesses in their biostatistics training, which led the college to develop an applied biostatistics course for fall 2016. In addition, alumni working in the high-tech industry provided feedback about how the curriculum could be modified to place more emphasis on risk assessment.

The college collects similar information from employers and preceptors through focus groups. For example, employers in private industries told the college that they expect graduates from the occupational health concentration to be familiar with knowledge on control techniques. In response, the college made an industrial ventilation course a requirement in the concentration. In addition, an advanced course on local exhaust ventilation began being offered in 2015.

Employers and preceptors who met with site visitors said that the graduates and students that they have worked with are generally very good and beneficial to their organizations. They said that the college could improve the professional communication skills of its students and encouraged more applied practice in all degrees so that students are better prepared for the real world of professional practice when they graduate.

2.8 Other Graduate Professional Degrees.

If the school offers curricula for graduate professional degrees other than the MPH or equivalent public health degrees, students pursuing them must be grounded in basic public health knowledge.

This criterion is partially met. The college offers an executive Master of Healthcare Administration (eMHA) and a Professional Master of Science in Biostatistics (PMSB). These programs are both considered MS degrees by the college to comply with university regulations about what degrees a college may offer. College faculty explained that these degrees are informally called eMHA and PMSB because that is more familiar to prospective international students. The college's English-language website lists the degrees as an eMHA and PMSB. The final self-study did not include information about these offerings; however, the college provided supporting materials and helpfully answered site visitors' questions during the site visit. The college also prepared a response to this criterion during the visit. The eMHA program was launched in fall 2016 and has 15 students enrolled. The PMSB program was founded in 2008 and admits its quota of seven students each year.

Site visitors determined that these offerings should be classified as other graduate professional degrees because the eMHA recruits students who already hold high-level positions in health care organizations, and the PMSB accepts only those already working in the discipline of biostatistics.

The concern relates to the absence of a grounding in public health knowledge in the curriculum. College faculty explained that these students want health policy and management courses or biostatistics courses specifically to further advance their in-progress careers, and this narrow focus in the coursework is what distinguishes these degrees from an MPH. However, CEPH requires that any degree housed in a college of public health receive a broad introduction to public health, as well as an understanding of how the discipline-based specialization relates to achieving public health goals.

2.9 Bachelor's Degrees in Public Health.

If the school offers baccalaureate public health degrees, they shall include the following elements:

Required Coursework in Public Health Core Knowledge: students must complete courses that provide a basic understanding of the five core public health knowledge areas defined in Criterion 2.1, including one course that focuses on epidemiology. Collectively, this coursework should be at least the equivalent of 12 semester-credit hours.

Elective Public Health Coursework: in addition to the required public health core knowledge courses, students must complete additional public health-related courses. Public health-related

courses may include those addressing social, economic, quantitative, geographic, educational and other issues that impact the health of populations and health disparities within and across populations.

Capstone Experience: students must complete an experience that provides opportunities to apply public health principles outside of a typical classroom setting and builds on public health coursework. This experience should be at least equivalent to three semester-credit hours or sufficient to satisfy the typical capstone requirement for a bachelor's degree at the parent university. The experience may be tailored to students' expected post-baccalaureate goals (eg, graduate and/or professional school, entry-level employment), and a variety of experiences that meet university requirements may be appropriate. Acceptable capstone experiences might include one or more of the following: internship, service-learning project, senior seminar, portfolio project, research paper or honors thesis.

The required public health core coursework and capstone experience must be taught (in the case of coursework) and supervised (in the case of capstone experiences) by faculty documented in Criteria 4.1.a and 4.1.b.

This criterion is met with commentary. The college offers the public health BS degree in six concentration areas, as shown in Table 2. All BS students must complete a minimum of 128 credits to graduate. The curriculum includes 12 credits of general courses (eg, Chinese, foreign language, physical education, service learning), 18 credits of liberal education (eg, literature and art, historical thinking, world civilization, philosophy, civic awareness), 12 to 14 credits in basic natural sciences, three credits in basic social sciences, 11 credits in basic medical sciences and 27 credits in basic public health. The required courses that address the public health core knowledge areas are shown in Table 4. Primary faculty members teach a large percentage of public health courses for BS students.

The commentary relates to the coursework that defines the concentration areas within the BS degree. In addition to the core curriculum, students must take eight to 17 credits of advanced coursework in their concentration area. However, not all of these credits have a public health focus. For the global health concentration, as an example, students complete nine credits of a second language. The biostatistics concentration includes two credits each of linear algebra, statistical theory, applied statistics and advanced biostatistics. The college has a list of electives that each concentration may take; however, they are not necessarily related to the concentration. For example, a biostatistics major may choose elective courses such as general physics, calculus, molecular biology or genetics. On-site discussions indicated that advisors may guide students to appropriate elective coursework; however, this is not a documented requirement that consistently occurs with every student. Students have the right to choose electives on their own. Faculty explained that students are often eager to take many of the electives and this results in a nice complement of courses that supports the concentration; however, if choices are not based on the program's competencies, appropriateness cannot be assured. The degree program's other requirements provide a robust education in public health concepts and competencies, but the opportunity exists to better define students' concentrations.

All BS students complete a 240-hour practicum that allows them to develop and expand practical skills and apply key academic concepts in partnership with community organizations and other public health settings outside of the classroom. At the conclusion of the experience, students give a poster presentation and submit a final report that presents the practicum results and describes how they met the expected learning outcomes.

Core Knowledge Area	Course Number & Title	Credits
Biostatistics	Biostatistics I	3
	Biostatistics II	3
Epidemiology	Epidemiology	3
	Case Study on Epidemiology	2
Environmental Health Sciences	Fundamentals of Environmental Health	2
	Occupational Health	2
Social & Behavioral Sciences	Health Promotion and Health Education	2
Health Services Administration	Laws and Regulations in Medicine and Health	2
	Principles of Public Health Administration	2

During the site visit, faculty discussed the support services available for undergraduate students. For example, the university offers scholarships for less-advantaged students, mental health services on the main campus and support for overseas student exchange programs. The undergraduate students who met with site visitors said that they are having a good experience in the program. They specifically cited the enrollment of international students and the ability to take advanced coursework from the graduate public health programs (with instructor approval) as strengths that enrich their learning.

2.10 Other Bachelor’s Degrees.

If the school offers baccalaureate degrees in fields other than public health, students pursuing them must be grounded in basic public health knowledge.

This criterion is not applicable.

2.11 Academic Degrees.

If the school also offers curricula for graduate academic degrees, students pursuing them shall obtain a broad introduction to public health, as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health.

This criterion is partially met. The college offers seven academic master’s degrees and eight academic doctoral degrees, as shown in Table 2. The specific requirements for obtaining a broad introduction to public health vary by degree and concentration. Most MS programs require students to take a two-credit epidemiology course (EPM 7112) to ensure familiarity with basic principles and applications of epidemiology. Students pursuing an MS in environmental health or occupational medicine and industrial hygiene take the two-credit Environmental and Occupational Epidemiology course (OMIH 5002). In addition, all master’s students take a three-credit introductory biostatistics course.

Several of the doctoral programs require students to take EPM 7112 to meet the basic epidemiology requirement. Biostatistics doctoral students take EPH 7110 Epidemiology. Doctoral students in global health take the three-credit EPM 8002 Epidemiology course. Doctoral students in environmental health or occupational medicine and industrial hygiene are not required to take an epidemiology course within their programs of study because knowledge of the field is required for admission.

To fulfill the requirement for a broad introduction to public health, all master's students take either MPH 7009 (Public Health: Perspective and Prospect) or HPM 7002 (Public Health Ethics) or both. MPH 7009 is a two-credit course, and HPM 7002 is a one-credit course. Most master's programs requires MPH 7009; however, MS students in environmental health and occupational medicine and industrial hygiene take both of these courses, and MS students in health policy and management take only HPM 7002. All doctoral students, except those in global health, take both courses. Global health doctoral students take OMIH 5125 (Contemporary Issues in Global Health) instead.

Each academic degree program requires a culminating experience. For the MS degree, the experience takes the form of a written thesis. MS students are encouraged to publish their research. Doctoral programs require a written and oral comprehensive examination that is taken after completion of coursework. All PhD students are required to develop a written research dissertation concluding with an oral dissertation defense. All doctoral students are required to publish at least one, first author paper in a refereed journal from the dissertation research. Some of the programs have additional publication requirements. Site visitors determined that these requirements provide an adequate level of rigor to evaluate the student's knowledge and abilities.

The concern relates to the use of only Public Health: Perspective and Prospect, Public Health Ethics or Contemporary Issues in Global Health to assure exposure to a broad introduction to public health outside of the student's academic discipline. The site visit team did not find that any of these courses are sufficient on their own. This concern affects the following offerings: MS in biostatistics, MS in epidemiology, MS in preventive medicine, MS in health behaviors and community sciences, MS in policy and management and PhD in global health.

2.12 Doctoral Degrees.

The school shall offer at least three doctoral degree programs that are relevant to three of the five areas of basic public health knowledge.

This criterion is met. The college offers eight doctoral programs, as shown in Table 2. The PhD is an academic degree primarily designed for students wishing to pursue careers in academic teaching and research. PhD students are focused on developing strong content area knowledge and research skills and pursuing the acquisition of new knowledge through research.

The college is successful in doctoral student recruitment, retention and graduation. At the time of the site visit, there were 175 PhD students enrolled. The largest doctoral program is health policy and management with 43 students. The smallest program is global health with seven students. In the most recent academic year, the college admitted 34 new doctoral students. Although the size varies from program to program, all eight programs appear to be stable. Assistantships are available for the majority of full-time graduate students either through the departments/institutes or through research project work.

Site visitors reviewed the curricula for the eight PhD programs and found that each demonstrates an appropriate level of in-depth, doctoral-level coursework. Site visitors' discussion with alumni verified that the PhD programs successfully graduated doctoral students who were satisfied with their program and adequately prepared them to enter the workforce. Discussions with current doctoral students confirmed that they perceive their and their peers' progress through doctoral programs as satisfactory.

2.13 Joint Degrees.

If the school offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.

This criterion is not applicable.

2.14 Distance Education or Executive Degree Programs.

If the school offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these programs must a) be consistent with the mission of the school and within the school's established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the school and university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the school offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication and student services. The school must have an ongoing program to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. The school must have processes in place through which it establishes that the student who registers in a distance education or correspondence education course or degree is the same student who participates in and completes the course and degree and receives academic credit.

This criterion is met. The college offers an MS in health policy and management (the eMHA) in an executive format. As discussed in Criterion 2.8, this offering was not included in the self-study because it began in fall 2016.

The college added this program to better meet the needs of professionals working in health care administration. To enroll, students must hold higher-level positions related to health policy and management in health care organizations. The program is offered on campus on Friday evenings and

weekends. Courses are held through the standard 18-week semester, and the college expects most students to move through the required coursework as a cohort.

3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.

3.1 Research.

The school shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.

This criterion is met. The college has developed a research program that is reported to play a leading role in addressing Taiwan's public health issues. The college houses seven research centers and has established a college-wide support unit, the Office of Research and Development, to facilitate and manage research affairs. On an annual basis, the college consistently generates more external research funding than the academic funding received from the government. For example, in 2015, over 176 million NT dollars (~\$5.5 million US) was generated compared with governmental support of about 106 million NT dollars (~\$3.4 million US). This relationship was true for all years reported (2011 through 2015) in the self-study.

The university has established policies, procedures and practices that support research endeavors. Research funding provides many opportunities for student support and involvement. The guidelines for appointment, evaluation and promotion have clearly stated research expectations. The college provides some initial support for new faculty research and has an incentive plan for new faculty receiving external funding. Although the individual grant budgets are not large, each faculty member averages two research projects per year. Faculty members are encouraged to publish their results, and site visitors saw evidence that the research is influencing policies in Taiwan.

The college has identified 15 measures by which it evaluates the success of its research efforts. These measures include the total number of research proposals, the number of integrated research projects, participation in international collaborations, research projects that engage in policy debate, the number of interventional grant applications and papers published in high-ranking journals. The self-study generally shows increasing trends over the last three years. Much of the data are still pending for the most recent year; however, site visitors found the targets to be ambitious yet reasonable.

The college has a strong research culture, and its activities are mostly funded by and centered on Taiwan. Only about 10% of the funding is from international organizations that address issues focused outside of Taiwan. As discussed in Criterion 1.1, the college's aspirational mission could be better addressed with research activities that expand into international arenas.

3.2 Service.

The school shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.

This criterion is met. The college has structures and incentives to encourage faculty and student involvement in service. The Teacher Appointment and Promotion Review Rules recognize service as one of the necessary requirements for faculty promotion, in addition to teaching and research. Individual faculty members have discretion to choose what percentage of their performance evaluation will reflect service; the range is 10% to 20%. Generally, technical assistance and consultation to government agencies and industry were reported as the major thrusts of external service activities.

The university recognizes three types of service: 1) usual and customary academic service largely comprising committee work; 2) off-campus service that generally comprises consulting services and contributions to society writ-large; and 3) intercollegiate/international service that promotes international collaboration.

Interviews with the university president, college faculty, alumni, community partners and students reflected a strong commitment to community-based service. The inventory of recent service activities includes public health agencies, advocacy groups, health care organizations, grant review bodies, advisory boards, editorial boards and technical assistance, among others. Specific projects reviewed during the site visit described collaborations with fisherman, indigenous people, farmers, parent-teacher organizations and citizens of remote islands.

Since 2008, seven college faculty have been recognized by the university for excellence in service. Three received awards for university service, and four received awards for societal service. Additionally, faculty work with students each summer in the public health service team.

Students select, plan and execute service projects, sometimes in partnership with medical students from the College of Medicine. These projects focus on community health and hygiene. Finally, the self-study listed more than 10 undergraduate and graduate courses that include a service-learning component.

The self-study notes a downward trend in the number of service activities engaged in by college representatives. Annual community-based service activities have decreased from 76 to 55 since 2013-2014. At the same time, the number of organizations receiving service has decreased from 161 in 2013-2014 to 120 in 2015-2016. During on-site discussions, faculty suggested that many early career academics prioritize establishment of their research portfolios and lack an established professional network that is conducive to service. The college should continue to monitor these indicators to ensure that the college continues to place emphasis on its community service activities.

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.

This criterion is met. The college periodically assesses the need for continuing professional education offerings by soliciting input from alumni, reviewing data derived from questionnaires collected during continuing education functions and communicating with professional contacts through less formal mechanisms. Alumni and community partners who met with site visitors expressed satisfaction with the scope, timing and accessibility of workforce development offerings.

During the last three years, the college has offered 20 to 40 continuing professional education courses per year with individual program attendance ranging from tens to thousands. Most academic units contribute to a diversified range of course offerings. These included public health training covering informatics, laboratory science, infectious disease and vector control, among others. The college does not offer a certificate program or distance education.

The college's needs assessment efforts identified leadership/management, communication/marketing and applied skills as continuing professional education priorities. A review of recently conducted continuing professional education activities revealed that applied science skills were strongly covered in professional development offerings, while the remaining two priorities (leadership and communication) have been addressed to a lesser extent. The college plans to continue developing offerings that address these priority areas.

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, practice experience and research and instructional competence, is able to fully support the school's mission, goals and objectives.

This criterion is met. The full-time faculty complement, together with adjunct, part-time and secondary faculty, has training and expertise in diverse disciplines and is qualified to support the college's academic and professional programs and its research and service activities.

The self-study documents a total of 56 primary faculty. Of this number, 48 are full-time faculty primarily responsible for supporting the degree programs. An additional eight faculty are full-time and project-based. All 56 primary faculty have earned doctoral degrees, and the majority of these degrees are from well-known universities throughout the world. Site visitors found the diversity of the faculty members' research interests and expertise to be impressive. Full-time and project-based faculty are expected to contribute to the teaching, research and service activities of the college, whereas contract faculty serve under annual contracts and focus their efforts in a specific area or on a research project.

Among the 48 full-time faculty documented in the self-study, 10 are assistant, nine are associate and 29 are full professors. Of the 56 full-time faculty, nine have MD/PhD or MD/ScD degrees and two hold DDS/PhD degrees. In total, 44 hold PhDs, 10 hold ScDs and two hold DrPH degrees.

Many of the primary faculty participate in practice-related activities and/or have prior experience in public health practice. These relationships facilitate student exposure to public health activities and identify service learning and capstone project opportunities. Contributions of the contract faculty, some of whom are employed in other organizations where they work in the area of public health practice, also bolster the faculty complement's links to public health practice.

The college lists five measures by which it evaluates the appropriateness of its faculty complement. The identified measures include percentage of faculty with doctoral degrees, student course ratings, average number of publications per faculty, percentage of faculty promoted and percentage of faculty tenured. The college is meeting or exceeding all of its measures, except one, for all years reported (2013 through 2015). The percentage of faculty promoted was not met in 2013 but was met in the two most recent years.

4.2 Faculty Policies and Procedures.

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

This criterion is met. The college publishes policies for faculty recruitment, appointment, promotion and evaluation (similar to a tenure system) in the university faculty handbook, and the self-study describes the general policies. Faculty development occurs formally and informally. A three-day/two-night orientation for new faculty is held at NTU's Xitou Experimental Forest prior to the beginning of the first semester each year. The orientation helps new faculty understand NTU's development vision, teaching and research resources, teacher-student and peer relationships, as well as faculty rights and responsibilities.

The Center for Teaching and Learning Development set up the Faculty Development Group for the purpose of encouraging full-time faculty and research personnel to form theme-based faculty development communities. The groups are encouraged to employ learning approaches, such as peer learning and the sharing of instructor's teaching experiences, on a regular basis to promote interdisciplinary exchange as well as to achieve the goals of enhancing instructors' teaching effectiveness and personal growth.

College faculty are encouraged to pursue advanced research abroad (one- to two-semester sabbatical for associate professors with a minimum of three and a half to seven years of employment). Faculty

members who obtained their PhD in Taiwan are eligible for a one-year leave for advancement in research at a prestigious foreign university. The self-study includes a list of faculty who have completed one these training opportunities.

The Faculty Evaluation Committee is chaired by the dean, and it evaluates faculty competence and performance in teaching, research and service. The college has guidelines for promotion that detail performance requirements for advancing through the academic ranks. NTU does not have a true tenure system; however, it does have policies that determine the evaluation cycle for faculty. For faculty members who obtain certain recognition—which is detailed in the policy—this evaluation cycle is waived. This approach remains in place unless a faculty member engages in a serious deviation from normal activities.

4.3 Student Recruitment and Admissions.

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

This criterion is met. The college self-reported that the student body represents the top 1% of qualified applicants nationwide. The college has a varied and complex admissions system, intended to support applicants with diverse educational backgrounds throughout Taiwan. Admissions policies and procedures are published and accessible.

There are two mechanisms for undergraduate admissions: 1) general admission and 2) special admission. General admission includes an application, a recommendation from a high school administrator for students from remote areas (ie, Stars Project) and standardized entrance exams. Special admission is for aboriginal students and disabled students. The process is identical to the general admission process; however, there is no limit on the number of students who may be accepted.

MPH and MS applicant requirements are slightly different for domestic and international undergraduate degree holders. Applicants who have a bachelor's degree from a Taiwanese university are required to have one year of practical and applicable experience to apply; this experience requirement is waived for foreign bachelor's degree holders. There is no differentiation or preference given for either science or non-science bachelor's degrees. The MPH acceptance rate averages about 30%, with 28 new students enrolled each year.

Doctoral students may enroll through the regular track or through the fast track. The review of applicants in the regular track is based on applicants' academic performance and academic letters of recommendation. The fast track is available to individuals who possess outstanding academic

credentials; in some cases, these applicants are not required to complete a master's thesis prior to admission, which allows them to reduce the overall time it takes to complete the doctoral degree.

Students and alumni who met with site visitors expressed satisfaction with the application options and did not report confusion with the varied admission pathways. The success of varied application approaches is revealed in healthy applicant numbers and student body applicant rank status. A large percentage of the applicants for undergraduate and graduate programs are in the top 10% of their respective classes.

Once admitted, there is reasonably abundant financial support, work-study and other opportunities for students in need or based on merit. Interviewed students and alumni also expressed gratitude for curricular flexibility and for opportunities to take courses in other schools and colleges.

4.4 Advising and Career Counseling.

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

This criterion is met. The college has established formal academic advisement and career mechanisms. These systems are supported by and through the university and college. Student exit interview surveys for mentoring, academic advising and career counseling indicate 70% to 80% satisfaction with the current system.

For undergraduate students, there is a two-stage advisement system. For the first two years, the Department of Public Health assigns an advisor. Undergraduate students may, at their discretion, request to change advisors based on individual need or discipline-specific requirements.

Graduate students select an advisor during new student orientation. Students who met with site visitors reported that group meetings with faculty advisors occur once to twice a week. These meetings explore a variety of academic and future employment issues. Students reported that advisors are accessible for one-on-one meetings and could be easily contacted through electronic means. Faculty members who serve as advisors told site visitors that they are responsible for anywhere from two to 13 advisees. During on-site meetings, undergraduate and graduate students were complimentary of the advising system and of their advisors.

Students at NTU have access to a career center (Student Placement Service) and to individual mentorship at the program level. The career center provides the normal menu of services inclusive of impending employment strategies, information on national board exams and a clearinghouse for employers wishing to promote opportunities to the student body. Undergraduate public health students are the primary beneficiaries of the NTU career center. Student surveys suggest overall satisfaction with

the system. Upon graduation, most undergraduates enroll in a master's program, and about 20% enter the workforce or complete their military service.

Graduate students receive targeted career counseling in the form of a more individualistic approach provided by home departments/institutes and program offices. Institutes provide career opportunities through website postings, in-house seminars and symposia and mentoring from an individually-assigned advisor. Interviewed students reported that the NTU Facebook page is an effective system for promoting employment opportunities.

The self-study reports that faculty are most able to provide advisement about the curriculum and research interests and are less experienced at providing strategic career guidance. Alumni and community partners who met with site visitors said that the college could benefit by using its alumni network to pair students with mentors and content experts. Graduates from all degree levels reported little difficulty securing employment upon graduation, so additional career counseling services may not be crucial at this time.

Students have opportunities to communicate about concerns and issues through informal and formal means. Most issues are resolved through discussions at committee meetings or by contacting individual departments/institutes. In spring 2015, the college created the Dean's Mailbox as a more formal channel for communication with the college. A similar system exists at the university level, and students may appeal decisions to the NTU Student Grievances Committee. The self-study lists the complaints received in the last three years; most are not official grievances but rather ideas and suggestions for the college. For example, students asked for a recycling bin for food scraps and for better lighting in a study room.

Agenda

COUNCIL ON EDUCATION FOR PUBLIC HEALTH ACCREDITATION SITE VISIT

National Taiwan University
College of Public Health

November 16-18, 2016

Wednesday, November 16, 2016

- 8:40 am Site Visit Team Request for Additional Documents
Yun-Hsin Liu 劉筠馨
- 8:55 am Team Resource File Review
Ken Shao Zu Huang 黃紹祖 (Translator)
- 9:40 am Meeting with Core Leadership Team
Wei J. Chen 陳為堅
Chang Chuan Chan 詹長權
Ming-Chin Yang 楊銘欽
Yaw-Huei Hwang 黃耀輝
- 10:55 am Break
- 11:10 am Meeting with Self-Study Committee
Ming-Chin Yang 楊銘欽
Yaw-Huei Hwang 黃耀輝
Chang Chuan Chan 詹長權
Kuo-Piao Michael Chung 鍾國彪
Chang-Fu Wu 吳章甫
Jiun-Hau Huang 黃俊豪
Nien-Chen Kuo 郭年真
Chen-Yu Liu 劉貞佑
Yen-Ching Karen Chen 程蘊菁
Eric Tsung-Hsien Yu 游宗憲
- 11:50 am Break
- 12:00 pm Lunch with Students
Tiffany Leung 梁凱亭
Jason Li 李俊霆
Ka-Chon Edwin Ng 吳嘉駿
Hwei Yuen Chang 田匯鋈
Bryant Ko Tsun Hao 柯尊皓
Lena Chi-Dan Chen 陳豈嶼
Pei-Pei Kuo 郭蓓蓓
Yi-Lin Wu 吳侖燐
Shih-Ju Huang 黃詩茹
Kuan Ping Chao 趙冠萍
Nicholas Thomas Minahan 劉尼克
Sharon Shu Ju Lin 林書如
Elias Fomunyan Onyoh 歐以利
Chun-Tung Kuo 郭俊東
Ken Shao Zu Huang 黃紹祖
- 1:30 pm Break

- 1:45 pm Meeting with Instructional Programs Group 1: Undergraduate Program
 Yaw-Huei Hwang 黃耀輝
 Chia-Yang Chen 陳家揚
 Ray-E Chang 張睿詒
 Po-Hsiu Kuo 郭柏秀
- 2:30 pm Break
- 2:45 pm Meeting with Instructional Programs Group 2: MS and PhD Programs
 Kuo-Liong Chien 簡國龍
 Kuo-Piao Michael Chung 鍾國彪
 Duan-Rung Chen 陳端容
 Shih-Wei Tsai 蔡詩偉
 Tsun-Jen Cheng 鄭尊仁
- 3:30 pm Break
- 3:45 pm Team Executive Session
 Ken Shao Zu Huang 黃紹祖 (Translator)
- 5:00 pm Adjourn

Thursday, November 17, 2016

- 8:40 am Meeting with Faculty Related to Research, Service, Workforce Development
 Chang Chuan Chan 詹長權
 Tsun-Jen Cheng 鄭尊仁
 Nien-Chen Kuo 郭年真
 Chen-Yu Liu 劉貞佑
 Wei-Liang Shih 施惟量
- 9:40 am Break and Travel to Main Campus
- 10:20 am Meeting with University Leadership
 Pan-Chyr Yang 楊泮池
 Tei-Wei Kuo 郭大維
 Hung-Chi Kuo 郭鴻基
 Luisa Shu-Ying Chang 張淑英
 Wei J. Chen 陳為堅
 Ming-Chin Yang 楊銘欽
 Yen-Ching Karen Chen 程蘊菁
- 11:00 am Break and Resource File Review
- 12:00 pm Lunch with Alumni and Community Stakeholders
 Alumni:
 Ta-Yuan Chang 張大元
 Xiu-Wen Liao 廖秀文
 Chaucer C.H.Lin 林喬祥
 Ding-Ping Liu 劉定萍
 Chia-Hui Tan 譚家惠
 I-Ting Ivy Wang 王怡婷
 Ching-Feng Lin 林慶豐
- Community Stakeholders and Preceptors:
 Chih-Chung Wei 魏致中
 Heng-chia Pan 潘恆嘉
 Sunghlin Wu 吳松霖
 Yu-Lien Sun 孫友聯
 Po-Wei Chu 朱柏威
 Tien-yi Feng 馮天怡
- 1:30 pm Break

- 1:45 pm Meeting with Instructional Programs Group 3: MPH Program
Ming-Chin Yang 楊銘欽
Yen-Ching Karen Chen 程蘊菁
Ya-Mei Chen 陳雅美
Hsiao-Yu Yang 楊孝友
Kuo-Piao Michael Chung 鍾國彪
Eric Tsung-Hsien Yu 游宗憲
- 2:45 pm Break and Resource File Review
Ken Shao Zu Huang 黃紹祖 (Translator)
- 3:30 pm Meeting with Faculty and Staff Related to Faculty Issues, Student Recruitment, Advising
Yaw-Huei Hwang 黃耀輝
Duan-Rung Chen 陳端容
Chuhsing Kate Hsiao 蕭朱杏
Yu-Kang Tu 杜裕康
Shih-Wei Tsai 蔡詩偉
Hsien-Ho Lin 林先和
Ya-Mei Chen 陳雅美
Wei-Liang Shih 施惟量
Ya-Ting Chan 詹雅婷
Yi-Chun Lin 林怡君
- 4:30 pm Adjourn

Friday, November 18, 2016

- 9:00 am Executive Session and Report Preparation
- 12:30 pm Exit Briefing