

**UNIVERSITY OF KENTUCKY
REQUEST FOR CHANGE IN MASTERS DEGREE PROGRAM**

Program: Master's in Health Administration

Department/Division: Martin School (former); Health Services Management

College: Public Health Bulletin pp _____

Degree Title (Old): MHA Major (New): MHA

CIP Code: _____ HEGIS Code: _____

Accrediting Agency (if applicable): CAHME

I. CHANGE(S) IN PROGRAM REQUIREMENTS

	<u>Current</u>	<u>Proposed</u>
1. Number of transfer credits allowed (Graduate School limit: 9 hours or 25% of coursework)		
2. Residence requirement (if applicable)		
3. Language(s) and/or skill(s) required		
4. Termination criteria		
5. Plan A requirements*		
6. Plan B requirements*		
7. Distribution of course levels required (At least one half must be at 600+ level & two thirds must be in organized courses)		
8. Required courses (if applicable)		
9. Required distribution of courses within program (if applicable)		
10. Final examination requirements		

* If there is only one plan for the degree, plans involving a thesis (or the equivalent in studio work, etc.) should be discussed under Plan A and those not involving a thesis should be discussed under Plan B.

NOTE: To the extent that proposed changes in 5, 6 or 8 above involve the addition of courses in other programs, please submit correspondence from the other program(s) pertaining to the availability of such courses to your students.

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11. Any other requirements not covered above
The only immediate change is to move the MHA program from the Martin School to the College of Public Health

II. RATIONALE FOR CHANGE(S)

If the rationale involves accreditation requirements, please include specific references to those requirements.

The MHA accreditation requirements have changed considerably in recent years, including more stringent faculty complement requirements, the mandatory development of competencies to be addressed in the curriculum, and participation in health-related community and professional service (see Commission on Accreditation of Healthcare Management Education, Criteria for Accreditation, online at www.cahme.org sections III.A.1, IV.A.1, IV.E). As the Martin School of Public Policy and Administration has achieved prominence in public policy research and education, the differences between the MHA program and the Martin School's primary focus have become more pronounced. The Provost has determined that "the size and scope of the College of Public Health will provide more stability and consistency in the administration of this multidisciplinary program". Public health accreditation standards are already based on competencies that are mapped to curriculum in a manner similar to that required under the new MHA standards.

Serious resource constraints also make it problematic to maintain health management education in two distinct institutional units. The College of Public Health is required to include faculty with health management expertise in order to meet core requirements for its own accreditation and thus provides the university with the opportunity to make optimal use of its resources through shared instructional and research capacity. The Dept. of Health Services Management has faculty members with extensive health administration experience and others with expertise in related areas such as health policy, economics and law. As one of the six health care colleges, the College of Public Health is well-positioned to integrate the MHA curriculum with UK's health care enterprise as a learning laboratory. A majority of nationally ranked MHA programs are already housed in accredited schools of public health. Their experience in coordinating the accreditation requirements of the two programs and their prestige in health administration education indicate that UK's MHA can be appropriately fostered and supported in the College of Public Health.

Signatures of Approval:

5/27/09
 Date of Approval by Department Faculty

5/29/09
 Date of Approval by College Faculty

Julia Kostich
 Reported by Department Chair

S. Wyatt
 Reported by College Dean

*Date of Approval by Undergraduate Council

Reported by Undergraduate Council Chair

*Date of Approval by Graduate Council

Reported by Graduate Council Chair

*Date of Approval by Health Care Colleges Council (HCCC)

Reported by HCCC Chair

*Date of Approval by Senate Council

Reported by Senate Council Office

*Date of Approval by University Senate

Reported by Senate Council Office

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

UNIVERSITY SENATE ROUTING LOG

Proposal Title: Transfer Master's in Health Administration to College of Public Health
Name/email/phone for proposal contact: Julia F. Costich, julia.costich@uky.edu, 7-6712

Instruction: To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

Reviewed by: (Chairs, Directors, Faculty Groups, Faculty Councils, Committees, etc)	Contact person Name (phone/email)	Consequences of Review:	Date of Proposal Review	Review Summary Attached? (yes or no)
Health Services Management Faculty	Julia F. Costich	Unanimous approval	5/27/09	no
College of Public Health Faculty	Stephen W. Wyatt	Unanimous approval	5/28/09	no
MHA Graduate Faculty	Jeanine Blackwell		July/2009	
Martin School	William Hoyt		8/7/2009	
HCCC	Heidi Anderson	Approved	8/18/2009	

Minutes of the University of Kentucky Academic Structure and Organization
Committee Meeting, December 18, 2009, 9-11 AM in D233 Kentucky Clinic

Re: Senate Council questions regarding MHA move from the Martin School of Public
Policy and Administration to the College of Public Health

Attendees:

Committee members: Charles Griffith (chair), Dwight Denison, Sue Humphrey, Tim
Sellnow, Bill Smith, Joshua Ederington; absent: Deborah Reed

Invited Guests: Bill Hoyt, Martin School; Julia Costich, Public Health; Hollie Swanson,
Senate Council; David Randall, Senate Chair

Charge:

Our committee was charged by Senate Council with investigating the nine questions
below regarding the proposed move of the MHA from the Martin School to the College
of Public Health

Questions:

1. Why was the potential move of the MHA degree program not brought to the
attention of the Senate Council until this time, with a full blown proposal?

It appears that the process for “Procedures for Processing Academic Programs
and Changes” per Senate Rules 3.2.0 was being followed. The proposal was
reviewed through the usual channels as indicated by this rule:

- i. initial approval by college faculty
- ii. approval by Academic Council: Health Care Colleges Council and
Graduate Council, etc.
- iii. Approval by Senate Council

In addition, on July 15, 2009, the Dean of the program (Jeannine Blackwell)
discussed the matter with Senate Chair (David Randall) before the Academic
Councils began their review

2. What is the implication on students who are not currently enrolled?

The Martin School and the College of Public Health have a long-standing
excellent working relationship providing for the educational needs of the students
in the MHA degree program. This relationship will continue and is not affected by
any decision of where the degree is “housed”. Students will continue in the
program as it is currently offered, continuing to receive instruction and graduate
advice from faculty with whom they are working. This commitment to continue
this productive relationship was reaffirmed by Martin School and Public Health
faculty present at our meeting.

3. Why did the Provost appoint an ad hoc committee to review the MHA program to determine readiness and suggest strategies for program accreditation?

Under the leadership of the Martin School, the MHA degree has undergone several cycles of successful reaccreditation, and appears quite capable of continuing such successful leadership. However, in April 2007, the Commission on Accreditation of Healthcare Management Education (CAHME) revised their criteria for accreditation to a “competency-based” criteria, with more emphasis on practical experience in health-related community and professional service, in essence a move from a more policy focus to a more skills-based degree. Although our committee did not interview the Provost for our report, it appears that the decision to appoint an ad hoc committee was largely precipitated by the upcoming CAHME site visit in Spring 2010, and in light of these new criteria. Our committee is confident that accreditation would be attained with Martin School leadership, but we also agree a more natural “home” for the degree would be the College of Public Health, with its more overt focus on competencies and skills based instruction, with the caveat that continued success of the program relies on the strong working relationship described in question 2 above.

4. What are the full ramifications of the MHA degree program move to Public Health for the status and well being of the MHA program?

The degree should continue to flourish under the direction of the College of Public Health. The College of Public Health has a core of faculty who have experience and expertise in health management, and a significant number of existing courses in the college are directly pertinent to the CAHME educational requirements. In addition, nearly half (28/64) of US accredited MHA or equivalent degree programs are housed in academic units that are accredited as programs or schools of public health, and 24/42 accredited schools of public health offer MHA or equivalent degrees. It is expected that the Martin School will continue to play an important role in this degree program, such as continuing to provide leadership for courses in health economics and health policy evaluation.

5. Is it within the purview of the Provost to move a program from one unit to another?

See attachment 1 below, a response from Davy Jones, Senate Rules Chair. From this analysis it appears that it is within the Provost’s authority to move programs from one unit to another. It should be noted that a wide range of processes are available to the Provost as he/she contemplates moving programs across units. Many in the Martin School would have preferred a process involving them initially rather than responding to an ad-hoc committee report, although they realize the outcome would likely be the same in terms of the final decision.

6. What are the specific accreditation standards that were in jeopardy of being violated if MHA remained in the Martin School?

See attachment 2 for the new criteria for accreditation that were proposed by CAHME in Spring 2007. Our committee does not believe any accreditation standards would have been violated if the degree remained in the Martin School. However, as mentioned above, the skills based/competency based focus of the new criteria do suggest a more natural home for the degree would be in the College of Public Health.

7. What are the enrollment and graduation rates of the Martin school as a whole, as well as the MHA program, for the last five years?

See attachment 3.

8. What resources will need to be committed for a top-20 program like the Martin School to repair the loss of the MHA program?

Our committee believed this question beyond the purview of our committee to answer.

9. What was the impetus for the MHA DGS to resign and request a transfer of appointment to Public Health?

Such a personnel matter is protected by confidentiality. However, faculty from the Martin School and Public Health did agree that her move was likely from better alliance of her research interests with faculty in Public Health.

Attachment 1: e-mails from Senate Rules chair, response to question 5 above

Davy—

First, please feel free to forward your detailed reading of the appropriate rules and response to my queries.

[...]

Ernie Y.

From: Jones, Davy

Sent: Tuesday, November 03, 2009 1:10 PM

To: Yanarella, Ernest J

Subject: RE: Pending Senate Action on Transfer of MHA from Martin School to College of Public Health

Ernie,

The language presently in the Senate Rules and GRs does not seem to me to empower the Senate to disapprove and stop the proposal to transfer the academic program to a new educational unit. The Senate has the authority to decide the academic merits of the transfer, and under that GR the administration is not to second guess the policy decision of the Senate on the academic merits. If the only issues involved in the transfer were purely academic ones, then the Senate's decision would be de facto the final university decision. But (as the Senate Rules themselves yield) the administration is authorized to nevertheless forward to the Board a proposal in favor of the transfer on other grounds involved that are not academic merit grounds ... and then convince the Board that those nonacademic grounds outweigh the Senates final decision as to the academic merits.

One could reasonably argue that the change in home educational unit is a "change of the program" but the GR in that same sentence restricts the Senate's role to "academic decision". I.e., the Senate can make a decision of record against the transfer on its academic (non)merits, and on the basis of that decision, "recommend" that the proposal be disapproved by the President, and if the President does not disapprove, then the Senate can recommend to the Board that the Board disapprove. That phrasing in the GR about "academic decision" also connotes (and it was the original intent to connote) that the administration is given the leeway find nonacademic reasons to justify the "change of the program," and hence the Senate does not have an authority to make "final" disapproval of the transfer ... but if the Senate does make the "academic decision" against the transfer, it would seem to me the burden is on

the administration to justify (to the Board) the nonacademic reasons for the transfer.

Again, the Senate Council also has the status to request "the Provost" (i.e., not liaison) to justify to the Senate Council the nonacademic reasons for the administration's position in favor of the transfer.

(May I forward our exchange here on to the committee?)

Davy

From: Yanarella, Ernest J
Sent: Tuesday, November 03, 2009 12:44 PM
To: Jones, Davy
Subject: Pending Senate Action on Transfer of MHA from Martin School to College of Public Health

Dear Davy—

Re:

The Senate Rules at SR 3.3.2.1B.5 expressly state the role of the Senate is to “recommend” to the Provost/President on a proposal to “transfer” an “academic program” to a different educational unit. SR 3.3.2.1.C expressly describes the option of the Senate Council to request the Provost (who is a member of the Senate) to explain to the Senate Council the justification for the proposed transfer. The rule SR 3.3.2.1.C also expressly contemplates that the President may exercise a final disapproval, but must submit the proposal to the Board for final approval.

Does this mean that the authority over transfer resides on the management side, not the academic side of the UK shared governance model? If so, it strikes me as peculiar and enervating to the faculty’s authority over academic policy. In the case in question, we have a reluctant academic unit seemingly bending to the will of the administration in allowing the transfer of a program that will gut 30-40% of its current enrollment!

Could you clarify?

Ernie Y.

From: Brothers, Sheila C
Sent: Tuesday, November 03, 2009 12:25 PM
To: Griffith, Charles H
Cc: Wyatt, Stephen W; Costich, Julia; Blackwell, Jeannine; Denison, Dwight V; Hoyt, William; Jones, Davy; Anderson, Debra; Chappell, Joe; Ford, Janet P; Greissman, Richard; Jensen, Jane M; Kelly, Thomas; Kirk, Kyle C; LaRoche, Adrea S.; Mccorvey, Everett; Randall, David C; Rohr, Jurgen; Smith, Ryan; Steiner, Sheldon; Swanson, Hollie; Wood, Connie; Yanarella, Ernest J
Subject: FW: Authority of Senate on Transfer of Academic Programs to New Educ Unit

Good afternoon, Chipper. I took the liberty of asking Davy Jones, chair of the Senate's Rules and Elections Committee (SREC), to weigh in on the question about the Provost's authority to relocate a degree program. Davy graciously provided a detailed personal opinion on the matter, and it is below. I thought this might help you get started

I have no plans on further inserting myself into your committee's deliberations. 😊

Thank you,
Sheila

*Office of the Senate Council
Phone: (859) 257-5872*

From: Jones, Davy
Sent: Tuesday, November 03, 2009 11:46 AM
To: Brothers, Sheila C
Subject: Authority of Senate on Transfer of Academic Programs to New Educ Unit

Sheila,

This in my own, individual opinion on the question. Davy

.....

The Senate's decisional authority over academic programs is stated in the Board's Governing Regulations GR IV. C. One of these decisional authorities is

"2. Approve all new academic programs and make final academic decisions on recommendations to changes of these programs."

Notice there is apparently a final authority to disapprove the creation of a new academic program ("approve all new academic programs"). This is of the same nature as authority over the Honorary Degrees or the degree list: a final authority to disapprove, but not a final authority to approve (Board makes final approval).

Notice also there is an authority to make final "academic" decisions on changes to "academic programs." That is, once an academic program has been established with Senate and Board approval), then the Senate possesses a final authority to approve (or not) changes to the programs that are changes of an academic nature.

The question has arisen, does a change as to which educational unit is the 'home' educational unit of a program constitute a purely "academic" change over which the Senate has a final disapproval.

.....

The Governing Regulations implicitly suggest, and the Senate Rules expressly confirm, that the Senate does not possess either a final approval or a final

disapproval role in the change of the ‘home’ educational unit of an academic program. Consider the case that a proposal is made to abolish an educational unit, which by definition then requires that a new home educational unit be identified for the academic program. The Governiing Regulations state the role of the Senate in the abolition of educational units is only a “recommend[ing]” role. GR IV.C.5 states the Senate is to

“5. Recommend to the President and Provost on the establishment, alteration, abolition, and reporting relationships of educational units in the University.”

This Governing Regulation does not contemplate that the Senate could de facto block the abolition of an educational unit, by way of exercising an asserted authority to disapprove the move of the academic programs of that educational unit to a different educational unit. It could also be argued that the new educational unit constitutes a “resource” within the meaning of another responsibility of the Senate to “advise” on:

“6. Advise the President or the President’s designated officer on the planning for physical facilities, personnel and other resources when these may affect the attainment of educational objectives of the University.” GR IV.C

The Senate Rules at SR 3.3.2.1B.5 expressly state the role of the Senate is to “recommend” to the Provost/President on a proposal to “transfer” an “academic program” to a different educational unit. SR 3.3.2.1.C expressly describes the option of the Senate Council to request the Provost (who is a member of the Senate) to explain to the Senate Council the justification for the proposed transfer. The rule SR 3.3.2.1.C also expressly contemplates that the President may exercise a final disapproval, but must submit the proposal to the Board for final approval.

.....
.....

The Board’s GR II.A. 6.(b) describes the role of the Board’s Affairs Committee to entertain such proposals:

“(iii) The Committee reviews new program proposals and changes in the academic units or in the academic organization to ensure these proposals or changes will effectively carry out the academic mission.”

Finally, the Board’s GR III (page 2) empowers the Senate to require that the President cotransmit to the Board any recommendation or other communication from the University Senate about that proposed transfer.

“...it shall be the President's responsibility to transmit to the Board of Trustees all formal communications from the University Senate, the Staff Senate and the

Student Government Association along with the viewpoints of the body submitting a communication, including any minority opinions, and the President's own recommendations for action.”

Commission on Accreditation of Healthcare Management Education (CAHME)

Criteria for Accreditation

April 2007

Specific Standards that Impact UK MHA Program

The following identifies the areas at the UK MHA Program that are impacted by the new and more rigorous criteria for accreditation (CAHME):

Criterion I. Program Mission, Values, Vision, Goals and Support

1.A. Mission and Metrics

- Criterion I.A.3 -- The Program will identify a set of competencies related to its mission and the types of jobs graduates enter upon completion of the Program.
- Criterion I.A.4. – The Program will monitor the health system, the University environment, and management theory and practice and adjust its mission, vision, goals and objectives in response to environmental changes and needs when necessary.

Criterion II.A. Students, Graduates and Others

II.A.3 The Program will have a process that regularly evaluates the extent to which students attain the competencies that form the basis for the program's curriculum.

II.A.5 The Program will involve students, alumni, and practitioners in appropriate areas of Program decision-making and evaluation.

II.A.6 The Program will ensure that graduates have completed the Program well-prepared to pursue careers consistent with Program goals and recognized competencies and that their career preparedness is monitored, documented and used in Program evaluation and as a basis for continuous improvement.

Criterion III. Curriculum

III.A. Curriculum Design

III.A.1—The Program will adopt a set of competencies as the basis of its curriculum and link course content and learning objectives to the competencies

III.A.2 —The Program will structure its curriculum so that students achieve levels of competency appropriate to graduate education.

III.A.3—The Program will ensure that course syllabi incorporate current developments in the field and accurately reflect course competencies and content, teaching and assessment methods and relationship to other courses.

III.A.5—The Program will provide opportunities at appropriate points in the curriculum for students to gain an understanding of and to interact with professionals across the broad range of health professions.

Criterion IV. Faculty Teaching, Scholarship and Service

IV.A Qualifications and Responsibilities

IV.A.1 Program and University leadership will ensure that the complement, involvement and qualifications of Program faculty are sufficient to accomplish the mission of the Program.

Attachment 3

Martin School Total Enrollment

Year	MPA	MPP	Ph.D.	MHA	Total
2004-5	67*	5	29	51	152
2005-6	53*	11	27	47	138
2006-7	33*	15	29	52	129
2007-8	41*	7	25	56	129
2008-9	37	10	24	60	131
2009-10	60	14	25		99

Pharm.D./MPAs, JD/MPAs and other joint program students are not included in this figure.

Martin School New Students

Year	MPA	MPP	Ph.D.	MHA	Total
2004-5	29	1	8	16	54
2005-6	22	7	8	20	57
2006-7	10	3	6	18	37
2007-8	32	4	4	31	71
2008-9	25	9	7	30	71
2009-10	28	10	10		48

Martin School Graduates

Year	MPA	MPP	Ph.D.	MHA	Total
2004-5	26	2	3	15	46
2005-6	30	2	1	21	54
2006-7	14	5	3	14	36
2007-8	13	3	5	19	40
2008-9	11	5	3	19	38

MEMORANDUM

To: Senate's Academic Organization and Structure Committee

From: Senate Council

Date: November 3, 2009

Re: MHA Move from the Martin School of Public Policy and Administration to the College of Public Health

At yesterday's Senate Council meeting, the SC opted to return the proposal to the Senate's Academic Organization and Structure Committee (SAOSC) with a request that the SAOSC investigate the nine questions below.

1. Why was the potential move of the MHA degree program not brought to the attention of the Senate Council until this time, with a full blown proposal?
2. What is the implication on students who are currently enrolled?
3. Why did the Provost appoint an ad hoc committee to review the MHA program to determine readiness and suggest strategies for program accreditation?
4. What are the full ramifications of the MHA degree program move to Public Health for the status and well being of the MHA program?
5. Is it within the purview of the Provost to move a program from one unit to another?
6. What are the specific accreditation standards that were in jeopardy of being violated if MHA remained in the Martin School?
7. What are the enrollment and graduation rates of the Martin School as a whole, as well as the MHA program, for the last five years?
8. What resources will need to be committed for a top-20 program like the Martin School to repair the loss of the MHA program?
9. What was the impetus for the MHA DGS to resign and request a transfer of appointment to Public Health?

University of Kentucky Senate Academic Structure and Organization Committee

From: The Senate's Academic Structure and Organization Committee (Charles Griffith (chair), Deborah Reed, Dwight Denison, Sue Humphrey, Tim Sellnow, Bill Smith, Joshua Ederington)

To: Sheila Brothers, Office of the Senate Council

Date: October 29, 2009

The attached proposal to move the Master's of Health Administration program from the Martin School of Public Policy and Administration to the College of Public Health was discussed by our committee, and we agreed with the proposed change.

Date: September 21, 2009

TO: David Randall, Chair and Sheila Brothers, Coordinator
Senate Council

FROM: Jeannine Blackwell, Chair and Roshan Nikou, Coordinator
Graduate Council

RE: Proposal to relocate the Master's of Health Administration degree program

Graduate Council considered the proposal to relocate the Master's of Health Administration (MHA) degree program from its current home in the Martin School of Public Policy and Administration to the College of Public Health, Department of Health Services Management. The proposal was first presented to Council on September 4 and was brought for a recommendation on September 18, 2009. The proposal was voted unanimously to recommend approval.

Guests present for the meeting on September 18 were Dwight Denison from the Martin School and Julia Costich from the College of Public Health.



Commission on Accreditation
of Healthcare Management Education

Criteria for Accreditation

April 2007

Revised May 2009

Effective for Site Visits Fall 2010 and Beyond

Deleted: 2008

Criterion I. Program Mission, Values, Vision, Goals and Support

1.A. Mission and Metrics

- I.A.1 The Program will have statements of mission, vision, and values that will influence the Program's design and guide the Program's evaluation and quality improvement efforts.
- I.A.2 The Program will establish goals, objectives and performance outcomes that are action-based, observable, and measurable.
- I.A.3 The Program will identify a set of competencies related to its mission and the types of jobs graduates enter upon completion of the Program.
- I.A.4 The Program will monitor the health system, the University environment, and management theory and practice and adjust its mission, vision, goals and objectives in response to environmental changes and needs when necessary.

1.B. Institutional Support

- I.B.1 The Program will have sufficient financial and administrative support to ensure that its mission, goals and objectives can be achieved.
- I.B.2 University policies will provide time and support for faculty development, research and/or scholarship, and service.
- I.B.3 The Program will ensure that facilities, equipment, and supplies are sufficient to support Program quality and achieve the Program's mission, goals and objectives. This will include:
 - a) Library and/or access to information resources;
 - b) Computing technology and the appropriate management software; and
 - c) Classroom and other learning space, and physical facilities for students, faculty, and staff, as appropriate to the method of course / program delivery.
- I.B.4 Program leadership will have the authority to ensure the integrity of the Program.

II.A Students, Graduates and Others

- II.A.1 The Program will provide full and accurate information regarding its curriculum, the competencies that form the basis for its curriculum, teaching and assessment methods, and recruitment process to potential students, and make general information available to the public, employers, preceptors and other interested parties.
- II.A.2 The Program will have recruiting practices and well-defined admission criteria designed to admit qualified students and pursue a diverse student population.
- II.A.3 The Program will have a process that regularly evaluates the extent to which students attain the competencies that form the basis for the program's curriculum
- II.A.4 The Program will ensure that students are provided appropriate support services, and that these services are evaluated regularly as a basis for ongoing improvement.
- II.A.5 The Program will involve students, alumni, and practitioners in appropriate areas of Program decision-making and evaluation.
- II.A.6 The Program will ensure that graduates have completed the Program well-prepared to pursue careers consistent with Program goals and recognized competencies and that their career preparedness is monitored, documented and used in Program evaluation and as a basis for continuous improvement.
- II.A.7 The Program will have a process for handling formal student complaints and use these complaints, where appropriate, for program evaluation and improvement.

Criterion III. Curriculum

III.A. Curriculum Design

- III.A.1 The Program will adopt a set of competencies as the basis of its curriculum and link course content and learning objectives to the competencies.
- III.A.2 The Program will structure its curriculum so that students achieve levels of competency appropriate to graduate education.
- III.A.3 The Program will ensure that course syllabi incorporate current developments in the field and accurately reflect course competencies and content, teaching and assessment methods and relationship to other courses.
- III.A.4 The Program will evaluate course instruction and the curriculum and use the results to develop specific plans for maintaining or improving the quality of the teaching and learning environment.
- III.A.5 The Program will provide experiences at appropriate points in the curriculum for students to gain an understanding of and to interact with professionals across the broad range of health professions.

Deleted: opportunities

III.B. Curriculum Content

Deleted: and Competency Development

The Program curriculum should address the following healthcare management content areas, and is not necessarily course-specific, but rather content that should be taught somewhere in the program:

- III.B.1 Population health and status assessment
- III.B.2 Health policy formulation, implementation, and evaluation
- III.B.3 Organizational development/organizational behavior theory and application
- III.B.4 Management and structural analysis of healthcare organizations, including evaluation and redesign
- III.B.5 Operations assessment and improvement
- III.B.6 Management of human resources and health professionals
- III.B.7 Information systems management and assessment
- III.B.8 Legal principles development, application, and assessment
- III.B.9 Governance – structure, roles, responsibilities, and alignment to leadership
- III.B.10 Leadership - visioning, change management and team development
- III.B.11 Written, verbal, and interpersonal communication skills
- III.B.12 Statistical analysis and application
- III.B.13 Economic analysis and application to decision making
- III.B.14 Market analysis, research, and assessment
- III.B.15 Financial analysis and management
- III.B.16 Ethics in business and clinical decision-making
- III.B.17 Strategy formulation and implementation
- III.B.18 Quality assessment for patient care improvement
- III.B.19 Professional skills development

III.C. Applied and Integrative Learning

- III.C.1 The Program will ensure that students demonstrate critical thinking and problem solving skills as well as management competencies in field based applications.
- III.C.2 The Program curriculum will include integrative experiences that require students to draw upon, apply and synthesize knowledge and skills covered throughout the Program of study.
- III.C.3 The program will provide, throughout the curriculum, opportunities for students to participate in team-based activities.

Deleted: applied, experiential settings

- III.C.4 The organization of the Program and its relationship to other academic units will enable students to draw broadly on academic resources throughout the University.
- III.C.5 The Program will have effective working relationships with a variety of healthcare management employers and will integrate the field of practice into the Program's teaching and career guidance.

Criterion IV. Faculty Teaching, Scholarship and Service

IV.A Qualifications and Responsibilities

- IV.A.1 Program and University leadership will ensure that the complement, involvement and qualifications of Program faculty are sufficient to accomplish the mission of the Program.
- IV.A.2 The Program will foster a diverse culture within the faculty and learning environment.
- IV.A.3 The program faculty will have responsibility for: making recommendations regarding admission of students, specifying health care management competencies, evaluating student performance, and awarding degrees.

IV.B. Faculty Recruitment, Development and Evaluation

- IV.B.1 Program faculty will participate in defining faculty needs and in recruiting faculty to teach in the Program in accordance with University policy.
- IV.B.2 Faculty responsibilities are consistent with University policies and faculty evaluation is equitable and fair.

IV.C. Teaching

- IV.C.1 The program faculty will incorporate a range of teaching and assessment methods aligned with the Program's defined competencies.
- IV.C.2 The Program will ensure that there is a systematic plan for, and investment in, individual faculty career development in both teaching and scholarship.

IV.D. Research and Scholarship

- IV.D.1 Faculty will demonstrate the development of new knowledge, the re-synthesis or re-conceptualization of existing knowledge and the creative application of theory to practice.
- IV.D.2 Each core faculty member will demonstrate a record of scholarship and/or professional achievement appropriate to the stage of their academic career, their role and responsibilities associated with the Program, and the Program's mission and goals.
- IV.D.3 The faculty will demonstrate that they draw on their own current and relevant research and scholarship, as well as that of others, in their teaching.

Deleted: participating

IV.E Community and Professional Service

- IV.E.1 Faculty will participate in health-related community and professional service activities outside of the university.
- IV.E.2 Faculty will draw upon their community and professional service activities in their teaching.

Matrix of CAHME Required Content Areas and Faculty Staffing (as of 2/6/2009)

Content Area	Current Graduate Faculty Resources
Population health*	Josh Cowen - Martin School
Health policy formulation & evaluation	Toks Oluwole, Josh Cowen - Martin School
Organizational behavior theory	Nicolai Petrovsky- Martin School
Mgt and structural analysis of healthcare org	Earl Motzer, Sarah Wackerbarth, Toks Oluwole- Martin School
Operations assessment & improvement	Sarah Wackerbarth- Martin School
Human resources & health professionals	Michael Smith- Public Health
Information systems mgt & assessment	Martha Riddell, Sarah Wackerbarth - Martin School
Legal principles	Joe Fink - Pharmacy
Governance*	Nicolai Petrovsky- Martin School
Leadership*	Across the curriculum
Communications skills - written, verbal, etc*	Across the curriculum
Statistical analysis	J.S. Butler, Josh Cowen, Toks Oluwole- Martin School
Economic analysis	Toks Oluwole - Martin School
Market analysis	Toks Oluwole- Martin School
Financial analysis	Toks Oluwole- Martin School; Jean Cooper-Accounting
Ethics	Larry Gray-Martin School adjunct
Strategy formulation	Sarah Wackerbarth- Martin School
Quality assessment for patient care improve	Sarah Wackerbarth- Martin School
Professional skills development	Martha Riddell - Martin School

*-Currently embedded; consider new course

** - Have not confirmed graduate faculty status on all

Summation of Responses on MHA move

Jeannine Blackwell, Dean of the Graduate School

There are 20 members of graduate faculty in the MHA program. All were contacted to respond to the call for opinions about the proposed move of the MHA from the Martin School to the College of Public Health.

I received 10 responses by August 13, 2009. 6 in approval, 4 against.

6 members approved the relocation. Four of these approved with no additional comments. Two of these provided more detailed statements in support.

- That the larger faculty in Health Services Management in the CPH forms a critical mass necessary for a successful MHA program
- That a health administration program can best be sustained when it coexists with other health programs, ideally in a medical center, taking advantage of informal and working relationships between faculty and programs there, and the expertise of health administrators close at hand in the medical center
- That the Martin School has had challenges hiring and retaining health administration faculty
- That the College of Public Health PH is geographically and intellectually situated to work with the medical care colleges as well as with Business, Economics, Law, Statistics, as well as the Martin School.

4 members thought the relocation was ill advised for a variety of reasons. Two of these saw the relocation as inevitable. Three of these reiterated that they would work to ensure a smooth transition for current MHA students. A summation of their comments:

- That it was in the best interests of neither the MHA students nor for the study of health administration and policy to move the program
- That it is baffling for the University to support the study of health policy only in units where the analysis of policy options will be conflicted
- Students should be trained in budget, economics, and policy analysis; if they are not, they cannot be leaders in the reform of health care delivery
- Concern for negative repercussions for the Martin School
- Health policy and health care finance are among the most important policy issues of our time. The Martin School is the natural central location at UK for research, instruction, outreach in this area.
- The removal of the MHA weakens the rationale for the Martin School to devote its scarce resources to health policy, and this undermines the university's capacity to lead in research, teaching, and service in the health policy area.
- The removal of the MHA, a major interdisciplinary program, weakens the rationale for the Martin School as a stand-alone unit. The relocation endangers the unique interdisciplinary character of the Martin School and its prominent leadership role in health policy.

Summation of the responses of the MHA graduate faculty to the proposed relocation of the MHA from the Martin School to the College of Public Health

Graduate Faculty members of the MHA, with primary appointment. Those with stars responded to my call for recommendations.

Philip Berger	Martin School
Glen Blomquist	Economics
*Julia Costich	Public Health
Joshua Cowen	Martin School
*Dwight Denison	Martin School
Joseph Fink	Pharmacy
*Steve Fleming	Public Health
Leonard Heller	President's Staff
*Edward Jennings	Martin School
*Adetokunbo Oluwole	Martin School
*Martha Riddell	Public Health
*Douglas Scutchfield	Public Health
Jeffery Talbert	Pharmacy
*Eugenia Toma	Martin School
*Sarah Wackerbarth	Public Health
*David Wildasin	Martin School
Ginny Wilson	Ky Legislative research Commission (retired), adjunct Martin School

Minutes of a meeting of the Graduate Faculty in the Master's of Health Administration

August 10, 2009, 10:00 am, Gillis 104, UK

Convenor: Jeannine Blackwell, Dean of the Graduate School

Those Present: Julia Costich, Dwight Denison, Martha Riddell, David Wildasin, Ginny Wilson

Guests: Steve Wyatt, Dean of the College of Public Health

Bill Hoyt, Director of the Martin School

Roshan Nikou, Staff Associate

Dean Blackwell opened the meeting with a brief summary of the discussion about the optimal location of the MHA degree program. This included discussions of the new curriculum requirements for accreditation, the appointment of a workgroup chaired by Heidi Anderson with a subsequent report to the Provost, meetings of the deans with the Provost, and meetings of the Martin School faculty. Dean Wyatt has polled the faculty of the College of Public health and they have responded with unanimous approval. The Martin School has produced a statement, approved by its faculty on the proposed relocation (attached).

Dean Blackwell distributed the statement and asked Bill Hoyt to comment on it. The Martin School does not advocate the relocation, but acquiesces in it. They will work to ensure that the transition is a smooth one for students.

Martin School faculty members are concerned that broader issues in health policy need to continue to be addressed by the University. Recent national events have confirmed that health decisions should not be solely the purview of medical experts and medical centers; they need policy input from economists, legal experts, and policy analysts. It would be unwise for the university not to be a major participant and contributor to the state and national debate on health policy and health care reform. Other MHA graduate faculty members agreed. Several members present expressed the need for broad public policy in health care to be carried out by senior faculty and continue to be part of the health policy tracks of the public policy degrees in the Martin School. The Dean of the Graduate School agreed that the university should continue to be engaged in broader health policy research and policy making, and that this should transpire across in colleges across the university, not just in the Medical Center.

Martin School faculty expressed concern that changes in the MHA curriculum could affect the health policy tracks and that both the whole university needs to ensure that these tracks are continued and thrive. The Martin faculty will need to work with the MHA faculty to ensure that coursework is accessible to these students in the future. It was brought to everyone's attention that there is a certificate in Health Management in the College of Business and Economics.

accessible to these students in the future. It was brought to everyone's attention that there is a certificate in Health Management in the College of Business and Economics.

Dean Blackwell then moved to next steps. It was decided by the group that there should not be an "up-or-down" vote on approval, but rather than each graduate faculty member should write a brief statement on their opinion on relocation. Dean Blackwell will collate and summarize these, and circulate the final summation to the MHA graduate faculty for comment. This document will then go forward with the relocation proposal.



Friday, August 7, 2009

To: Jeannine Blackwell
Dean, Graduate School

From: William Hoyt
Director, Martin School of Public Policy and Administration and Professor of Economics

Re: Transfer of MHA Program

The Martin School did not initiate or choose to relinquish the administration of the MHA program. It has been housed in the school for twenty years. During this time the faculty worked hard on the behalf of the MHA students to ensure a quality program. The program has been reviewed and successfully approved for accreditation several times. The faculty of the Martin School is proud of what it accomplished with the MHA and the accomplishments of its graduates. Recent decisions of the administration, including the transfer of a line, would have made it more challenging for the Martin School to administer the program. With appropriate support and resources, the faculty would be happy to continue to have the Martin School house the MHA program. While the Martin School faculty does not endorse the proposed move of the MHA program, we shall abide by the decision of the Faculty Senate and work to ensure that the MHA students are not adversely affected by the transfer.

1 | William Hoyt | Director, Martin School of Public Policy and Administration and Professor of Economics |
423 Patterson Office Tower | University of Kentucky | Lexington, KY 40506 | 859-257-2518 |
whoyt@uky.edu

TO: Graduate Faculty in the Masters of Health Administration

FROM: Jeannine Blackwell, Dean of the Graduate School

DATE: July XX, 2009

RE: Meeting to vote on a proposed relocation of the MHA
Monday, August 10, 2009 in Gillis Building 104 at 10 a.m.

As the Dean who has administrative responsibility for the Martin School of Public Policy and Administration, I am sending you a proposal to relocate one of our degree programs, the Masters of Health Administration (MHA), from the Martin School to the College of Public Health. This proposal has come about in consultation with the two Deans, an advisory committee to the Provost on the most advantageous location of the MHA, and in discussion with the faculties of the Martin School and the College of Public Health. No faculty will be transferred with this relocation of the degree program.

I am calling a meeting of the Graduate Faculty of the MHA to solicit your formal input on this proposal. I am scheduling this meeting for **Monday, August 10, 2009 in Gillis Building 104 at 10 a.m.**

I would appreciate your attendance at this meeting. If you are not available to attend, please send me a written statement (email) with your assessment of this relocation, so that we have the fullest possible input from the appointed Graduate Faculty. The faculty of the Martin School and the faculty of the College of Public Health have also been consulted separately.

The proposed relocation has been precipitated by an upcoming reaccreditation of the MHA and the departure of key faculty since the last accreditation in 2004. The next accreditation visit is scheduled spring 2011 and 2009-2010 is the year for preparation of the Self Study for re-accreditation. Attached to this proposal are the course changes for this relocation.

Below you will find a rationale for this relocation. Thank you for your service as Graduate Faculty in the MHA, and I look forward to meeting you on August 10.

Rationale

The Master in Health Administration (MHA) degree accreditation standards have changed considerably in recent years, including more stringent faculty complement requirements, the mandatory development of competencies to be addressed in the curriculum, and participation in health-related community and professional service (see Commission on Accreditation of Healthcare Management Education, Criteria for Accreditation, (attached in the proposal). As the Martin School of Public Policy and Administration has achieved prominence in public policy research and education, the differences between the MHA program and the Martin School's primary focus have become more pronounced. The Provost received much input over

the past year and with careful deliberation, he has concluded that it is in the best long-term interest of the University for the Master in Health Administration degree be housed in the College of Public Health. The Provost determined that the size and scope of the College of Public Health will provide more stability and consistency in the administration of this multidisciplinary program. Public health accreditation standards are already focused on competencies that are mapped to the curriculum in a manner that is required under the new MHA accreditation standards. A majority of nationally ranked MHA programs are housed in accredited schools of public health.

Serious resource constraints also make it problematic to maintain health management education in two distinct institutional units. The College of Public Health is required to include faculty with health management expertise in order to meet core requirements for its own accreditation and thus provides the university with the opportunity to make optimal use of its resources through shared instructional and research capacity. The Department of Health Services Management has faculty members with extensive health administration experience and others with expertise in related areas such as health policy, economics, and law. As one of the six health professions colleges, the College of Public Health is well-positioned to integrate the MHA curriculum with UK's healthcare enterprise as a learning laboratory. Their experiences in coordinating the accreditation requirements of the two programs and their prestige in that administration education indicate that UK's MHA can be appropriately fostered and supported in the College of Public Health.

May 27, 2009

To: Dean Stephen W. Wyatt, DMD, MPH
College of Public Health

From: Julia F. Costich, JD, PhD, Chair
Dept. of Health Services Management

Re: Departmental approval process for relocation of MHA program

On May 26, 2009, you notified me that the Provost had recommended relocation of the MHA program to the Dept. of Health Services Management in the College of Public Health, and asked me to discuss the matter with department faculty. I was able to speak to most faculty members in person, and they expressed their enthusiasm about taking on this new challenge, provided that appropriate resources were made available for support of a major expansion in teaching and administrative duties. In addition, I asked them to confirm their endorsement of the program relocation in e-mails, and they did so unanimously. I will retain the e-mails in my archives so as to provide further documentation should it become necessary.

I would like to express my own pleasure at the prospect of working with such a fine program and will be happy to provide any necessary assistance.

E-Mails From HSM Faculty Endorsing Transfer of MHA

From: scott.hankins@gmail.com [mailto:scott.hankins@gmail.com]
Sent: Tuesday, May 26, 2009 10:48 PM
To: Costich, Julia
Subject: Re: MHA

Just to reiterate what we talked about in my office, I support this change and will gladly help to make this work.

Scott Hankins

From: Hill, Raymond E
Sent: Tuesday, May 26, 2009 3:49 PM
To: Costich, Julia; Holsinger, James; Pfeifle, William; Williams, John C; Hankins, Scott W; Patton, Dana J; Ireson, Carol; Wackerbarth, Sarah B; Scutchfield, Douglas; Smith, Michael D; Riddell, Martha
Subject: RE: MHA

You have my full support and I think this is good for the College and the students in the MHA program. Let me know what I can do to help.
Ray

From: Holsinger, James
Sent: Tuesday, May 26, 2009 3:51 PM
To: Costich, Julia
Subject: RE: MHA

I agree to it coming to us. Jim Holsinger

From: Ireson, Carol
Sent: Tuesday, May 26, 2009 3:51 PM
To: Hill, Raymond E; Costich, Julia; Holsinger, James; Pfeifle, William; Williams, John C; Hankins, Scott W; Patton, Dana J; Wackerbarth, Sarah B; Scutchfield, Douglas; Smith, Michael D; Riddell, Martha
Subject: RE: MHA

I believe we should accept the program if the resources are provided to help it achieve excellence.

Carol

From: Patton, Dana J
Sent: Tuesday, May 26, 2009 6:15 PM
To: Costich, Julia; Holsinger, James; Pfeifle, William; Williams, John C; Hankins, Scott W; Ireson, Carol; Hill, Raymond E; Wackerbarth, Sarah B; Scutchfield, Douglas; Smith, Michael D; Riddell, Martha
Subject: RE: MHA

I fully support this change. Please let me know what I can do to help. Dana

Dana Patton, Ph.D.
Assistant Professor
University of Kentucky
Department of Health Services Management
121 Washington Avenue
Lexington, KY 40536-0003
Phone: 859-218-2094
Fax: 859-257-2821

From: Pfeifle, William
Sent: Wednesday, May 27, 2009 10:01 AM
To: Costich, Julia; Holsinger, James; Williams, John C; Hankins, Scott W; Patton, Dana J; Ireson, Carol; Hill, Raymond E; Wackerbarth, Sarah B; Scutchfield, Douglas; Smith, Michael D; Riddell, Martha
Subject: RE: MHA

Julia: You have my full support. We all will be better for the change. Bp

From: Riddell, Martha
Sent: Tuesday, May 26, 2009 4:11 PM
To: Costich, Julia
Subject: RE: MHA

Julia,
Since I have been involved with the MHA program, I think the key is providing adequate resources to build a program of excellence. I have always believed that the MHA is a degree that is important to the people of the Commonwealth, and want to see this program grow and develop, and I'm very interested in helping make that happen.
Thanks!
Martha

From: Scutchfield, Douglas
Sent: Tuesday, May 26, 2009 4:00 PM
To: Williams, John C; Ireson, Carol; Hill, Raymond E; Costich, Julia; Holsinger, James; Pfeifle, William; Hankins, Scott W; Patton, Dana J; Wackerbarth, Sarah B; Smith, Michael D; Riddell, Martha
Subject: RE: MHA

Please know that I am totally supportive and will do what we need to do to achieve excellence with the program. Let me know if there is anything I can do to assist. Scutch

F. Douglas Scutchfield, MD
Peter P Bosomworth Professor of
Health Services Research and Policy
University of Kentucky

College of Public Health, Rm 105
121 Washington Ave
Lexington KY 40536-0003
Web site: www.publichealthsystems.org

From: Smith, Michael D
Sent: Tuesday, May 26, 2009 4:08 PM
To: Costich, Julia; Holsinger, James; Pfeifle, William; Williams, John C; Hankins, Scott W; Patton, Dana J; Ireson, Carol; Hill, Raymond E; Wackerbarth, Sarah B; Scutchfield, Douglas; Riddell, Martha
Subject: RE: MHA

This appears to be a good opportunity for both HSM and the MHA program, assuming adequate resources.

Mike

From: Williams, John C
Sent: Tuesday, May 26, 2009 3:56 PM
To: Ireson, Carol; Hill, Raymond E; Costich, Julia; Holsinger, James; Pfeifle, William; Hankins, Scott W; Patton, Dana J; Wackerbarth, Sarah B; Scutchfield, Douglas; Smith, Michael D; Riddell, Martha
Subject: RE: MHA

I believe this to be an excellent opportunity for the CPH – I'm on board and fully support this endeavor.

-john

**Chronology of Provost's Review/Concern/Decision re: Martin School and
Masters in Health Administration (MHA) Program Decision**

- September 2006 Provost receives correspondence from Martin School faculty concerning report of workgroup on public policy and international studies – whose purpose was to determine how to centralize and optimize international activities and handle the administrative structure of Patterson and Martin Schools
- November 2006 Provost begins conversations with Martin School faculty about the administrative structure
- Provost invites Martin School faculty to develop a plan for a robust future for the School, considering solely what is good for the Martin School, rather than trying to solve multiple issues (such as the Patterson School, etc.). This was in preparation for beginning a national search for a new Director.
- March 2007, Provost is presented with a plan whose elements are: (1) to have the School report to the Provost, with the Director taking on the role of a dean; (2) expand the faculty to strengthen and expand the graduate programs and add to the support infrastructure (including a research institute); and (3) add an undergraduate program in public policy and expand the faculty further.
- Provost responds to the plan by proposing a phased approach: (1) keeping the current administrative structure for now, with the assurance that Provost would be personally involved in helping with the recruitment of a new Director; (2) a commitment to expanding the faculty and strengthening the graduate programs, and adding to the support infrastructure (including a research institute) in the context of a national search for a Director; and (3) a second phase of the addition of an undergraduate program and an expansion associated with the university's Business Plan after several years.
- March 2007 Provost makes additional investment in faculty hire in Martin School for Health Policy
- April 2007 Commission on Accreditation of Healthcare Management Education (CAHME) approves new 'competency-based' standards for accreditation of the MHA program
- June 2007 Provost becomes concerned about the accreditation preparation (e.g., status of competency development, leadership, implementation of previous accreditation report suggestions) for the Master in Health Administration (MHA) degree program. The next accreditation visit is scheduled for Spring 2010.
- July 2007 Provost receives request from Martin faculty for additional financial resources for administrative infrastructure and need for autonomy as a School; approves resources for a Director
- November 2007 Provost transfers another faculty line to the Martin School
- 2007-2008 Provost is involved in the national search to recruit a new Director—making phone calls, meeting with potential candidates
- June 2008 Provost communicates with Martin faculty since the attempts to recruit a new Director were unsuccessful as indicated below:

- Given the state of Kentucky's budget, and the current demographic realities of UK's admissions pool, significant expansion of the undergraduate enrollment will not occur for at least four more years. Under these circumstances, my options for expanding the size and scope of the Martin School over the next two biennia are severely limited.
- One other possibility for expanding scope and size for consideration in the near term is a College of Social Science, bringing together some or all of Political Science, Sociology, Economics, and Public Policy (following up on previous discussions). However, this cannot be done by fiat. The pros and cons have to be weighed by all affected parties and beyond with due care, and there is no guarantee this will come to pass. In particular, the fact that the Gatton College has Economics in its name, and that there are economics endowments established in the Gatton College might pose some unusual constraints. I am willing to appoint a Task Force in the fall to revive these discussions.
- Whatever the final outcome of such discussions, it is clear we need a leadership solution for the near term which we hope will be for just one year, but we need to acknowledge may last longer. It is essential to appoint a director for this duration.
- July 2008 there is no agreement about a Director, yet the MHA accreditation self-study period is only a year away
- August 2008 Martin faculty responds (through Dean) indicating desire to plan for a capital campaign to raise money for a future Public Policy College and name a Director for a minimum of two years, giving them time to raise funds and re-convene a national search for a Dean
- September 17, 2008 MHA Director of Graduate Studies resigns and requests a transfer of appointment to College of Public Health
- September 19, 2008 Provost appoints a temporary School administrator until the appointment of Director could be complete (Note: Current Director Bill Hoyt could not start in this capacity until January 1, 2009)
- September 26, 2008 Provost appoints an advisory committee to ensure the continued success of the MHA program by assessing the current state of the program with respect to readiness for the accreditation process and advise on the steps needed to strengthen the program
- November 2008 Provost requests and is granted a one-year delay in the MHA accreditation site visit which was scheduled in Spring 2010.
- Spring 2009 Provost appoints Visiting Professor to help with the MHA degree program regarding the accreditation of the program
- Spring 2009 Provost appoints ad-hoc committee to review the MHA program to determine its readiness for accreditation and suggest strategies to ensure that the program is prepared for accreditation
- March 2009 Visiting Professor completes a report of possible faculty resources presently and potentially available at UK for the MHA program related to the new CAHME standards and required curricular content areas (attached report)
- April 2009 Provost receives report of analysis of pros and cons of leaving the MHA degree program within the Martin School or moving it to the College of Public Health.

- May 2009 Provost, after careful deliberation, concludes the long-term best interest of the University for the Master in Health Administration (MHA) degree is served if housed in College of Public Health, to provide more stability and consistency in the administration of the program. Provost has initiated steps to obtain official approval for the change and present to University Senate for approval. Provost asked the College of Public Health to work with the Martin School leadership to undertake the self-study and other steps to prepare for the MHA accreditation site visit.

MARTIN SCHOOL OF PUBLIC POLICY AND ADMINISTRATION

Current (fall 08 - spring 09)MHA Faculty Staffing by III.B Content Area	Faculty and affiliation(s)	Courses for this content	Source of funding
Population health & status assessment	Josh Cowen - Martin School; Earl Motzer - Martin School adjunct	601 and 622	Martin School
Health policy formulation, implementation & evaluation	Josh Cowen - Martin School; Toks Oluwole - Martin School	622 and 673	Martin School
Organizational development/org behavior theory and application	Martha Riddell-Martin School adjunct; Public Health (new Martin School faculty has been hired effective f'09 for this course)	642	Martin School
Management & structural analysis of healthcare orgs, including evaluation and redesign	Sarah Wackerbarth-Martin School; Toks Oluwole-Martin School; Earl Motzer- Martin School adjunct	602, 673, 636, 601	Martin School
Operations assessment and improvement	Sarah Wackerbarth-Martin School	602, 623	Martin School
Management of human resources and health professionals	Michael Smith- Martin School adjunct;Public Health	628	Martin School
Information systems management and assessment	Martha Riddell-Martin School adjunct; Public Health	624	Martin School
Legal principles development, application & assessment	Joe Fink-Pharmacy	603	Pharmacy
Governance—structure, roles, responsibilities, alignment to leadership			
Leadership—visioning, change management & team development			
Written, verbal & interpersonal communication skills			
Statistical analysis & application	J.S. Butler, Toks Oluwole, Josh Cowen- Martin School	621, 622	Martin School
Economic analysis & application to decision making	Toks Oluwole- Martin School	636	Martin School
Market analysis, research & assessment	Toks Oluwole- Martin School	636	Martin School
Financial analysis & management	Toks Oluwole- Martin School; Jean Cooper- B&E	637, 635	Martin School
Ethics in business & clinical decision making	Larry Gray-Martin School adjunct	604	Martin School
Strategy formulation & implementation	Sarah Wackerbarth-Martin School	602;623	Martin School
Quality assessment for patient care improvement	Sarah Wackerbarth-Martin School	602	Martin School
Professional skills development	Martha Riddell- Martin School adjunct; Public Health; Eugenia Toma- Martin School	711	Martin School

Fall 2008-Spring 2009 MHA Courses and Instructors

Fall 2008 (First Year students)	Spring 2009 (First Year Students)		Fall 2008 (Second Year Students)	Spring 2009 (Second Year Students)
HA 601 Earl Motzer	HA 604 Larry Gray	HA 711 Martha Riddell/Sarah Wackerbarth)	HA 602 Sarah Wackerbarth	HA 660 Sarah Wackerbarth
HA 621 Tokunbo Oluwole	HA 622 Joshua Cowen		HA 637 Tokunbo Oluwole	HA 624 Martha Riddell
HA 603 Joseph Fink	HA 635 Jean Cooper		HA 623 Sarah Wackerbarth	HA 636 Tokumbo Oluwole
HA 642 Martha Riddell (alt. Section Jack Blanton)	HA 673 Tokunbo Oluwole		HA/PA 628 Michael Smith	
(Intro Eco &/ or Acc)	(Intro Eco &/ or Acc)	(Intro Eco or Acc)		

Faculty Resources Presently and Potentially Available to the UKY MHA Program 3/10/09
COLLEGE OF BUSINESS AND ECONOMICS

		College of B & E
Commission on Accreditation of Health Management Education (CAHME) Required Content Areas [Section III (B)]	Faculty Members with Substantial Involvement in the MHA Program, During the 2008-09 Academic Year	Faculty Expertise and Instruction that Could Possibly be Available to the MHA Program, in the Future
1. Population health and status assessment		<p>It is Dean Sudharshan’s view that College of Business and Economics faculty has expertise in 12 of the 19 CAHME content areas; these are marked with an asterisk. Subject to the standard faculty review processes and availability of resources, this expertise could be provided to MHA students in several ways: these include:</p> <p><u>Model A:</u> College of Business and Economics faculty could provide pre-defined, compact “modules” as integrated components of selected Health Administration (HA) courses on a team-teaching basis with HA faculty members.</p> <p><u>Model B:</u> One or more MBA core courses could be integrated into the MHA curriculum as <u>foundational</u> courses on which subsequent HA courses could be built. These MHA courses could provide a solid and consistent educational foundation for MHA students in core areas such as accounting, economics, finance, and/or managerial statistics. These courses could be taught on an “overload” basis by College of Business and Economics faculty, or in the evening MBA Program with compensation provided to the college through a form of tuition sharing, or another mechanism.</p> <p>Both Model A and Model B have the potential to strengthen the MHA curriculum and avoid unnecessary duplication of scarce faculty resources.</p> <p><u>Model C:</u> Development of a joint MHA-MBA Program whereby students would concurrently pursue both degrees. A joint degree model could take several forms; e.g., one model could begin by students completing the 11-month, full-time MBA Program following which the students would complete the remaining requirements for the MHA degree. If this model were adopted, the joint MHA-MBA candidates would need to be accommodated within the present 11-month MBA Program student cap, or additional teaching resources would be required. This model probably</p>
2. Health policy formulation, implementation, and evaluation		
3. Organizational development/organizational behavior theory and application*		
4. Management and structural analysis of healthcare organizations, including evaluation and redesign*		
5. Operations assessment and improvement *		

Commission on Accreditation of Health Management Education (CAHME) Required Content Areas [Section III (B)]	Faculty Members with Substantial Involvement in the MHA Program, in the Current Academic Year	Faculty Expertise and Instruction that Could Possibly be Available to the MHA Program, in the Future
6. Management of human resources and health professionals		would not be appealing to students who have jobs and wish to pursue an advanced degree(s) on a part-time basis. Other models could involve packaging the Evening MHA Program with the MHA curriculum. It is noted that the College of Business and Economics already offers several joint degree programs in concert with other UK academic units.
7. Information systems management and assessment*		The volume of students who would elect a joint MHA-MBA Program would determine the instructional requirements and impact on faculty resources. Careful projections of likely demand by students qualified for both degree programs would be vital as part of the planning process.
8. Legal principles development, application, and assessment		These three models are not mutually exclusive. For example, a joint MHA-MBA Program for a limited number of students could be offered in parallel with some form of “Model A” and/or “Model B” for other students. Any combination of these three has the potential to enrich and strengthen the present MHA curriculum and attract more applicants.
9. Governance – structure, roles, responsibilities, and alignment to leadership		It should be noted that several faculty members already have joint appointments in the Gatton College of Business and Economics and the Martin School of Public Policy and Administration. Professor G. Blomquist, W. Hoyt and M. Hackbart have primary appointments in the College of Business and Economics with secondary appointments in the Martin School; Professor D. Wildasin’s primary appointment is in the Martin School with a secondary appointment in the College of Business and Economics.
10. Leadership - visioning, change management and team development*		

Commission on Accreditation of Health Management Education (CAHME) Required Content Areas [Section III (B)]	Faculty Members with Substantial Involvement in the MHA Program, in the Current Academic Year	Faculty Expertise and Instruction that Could Possibly be Available to the MHA Program, in the Future
11. Written, verbal, and interpersonal communication skills*		
12. Statistical analysis and application*		
13. Economic analysis and application to decision making*		
14. Market analysis, research, and assessment*		

Commission on Accreditation of Health Management Education (CAHME) Required Content Areas [Section III (B)]	Faculty Members with Substantial Involvement in the MHA Program, in the Current Academic Year	Faculty Expertise and Instruction that Could Possibly be Available to the MHA Program, in the Future
15. Financial analysis and management *	<p>Professor J. Cooper is teaching HA635 "Management Accounting for Health Care Organizations" as an overload to her regular teaching responsibilities in the College of Business and Economics, and has done this for several years. The Martin School compensates her for teaching this course.</p> <p>[Note: Professor J. Labianca teaches PA 472, "Theory of Public Administration" in the Martin School MPA Program, but few (if any) MHA students take this course.]</p>	
16. Ethics in business and clinical decision-making		
17. Strategy formulation and implementation*		
18. Quality assessment for patient care improvement		
19. Professional skills development*		

Faculty Resources Presently and Potentially Available to the UKY MHA Program 03/20/09

COLLEGE OF HEALTH SCIENCES

College of Health Sciences		
Commission on Accreditation of Health Management Education (CAHME) Required Content Areas [Section III (B)]	Faculty Members with Substantial Involvement in the MHA Program, in the Current Academic Year	Faculty Expertise and Instruction that Could Possibly be Available to the MHA Program, in the Future
1. Population health and status assessment		
2. Health policy formulation, implementation, and evaluation		Elizabeth Schulman, BSN, MBA, Ph.D., Associate Professor in the Department of Clinical Sciences, has educational background and teaching experience in health policy, healthcare organization and management, and related areas. If schedules and other commitments permit, she could contribute in these areas.
3. Organizational development/organizational behavior theory and application		
4. Management and structural analysis of healthcare organizations, including evaluation and redesign		
5. Operations assessment and improvement		

College of Health Sciences		
Commission on Accreditation of Health Management Education (CAHME) Required Content Areas [Section III (B)]	Faculty Members with Substantial Involvement in the MHA Program, in the Current Academic Year	Faculty Expertise and Instruction that Could Possibly be Available to the MHA Program, in the Future
6. Management of human resources and health professionals		
7. Information systems management and assessment		
8. Legal principles development, application, and assessment		
9. Governance – structure, roles, responsibilities, and alignment to leadership		
10. Leadership - visioning, change management and team development		The College of Health Sciences presently offers a B.H.S. degree with a major in Clinical Leadership and Management. This is a small program that soon will be transformed into a B.H.S. in Human Health Sciences with several concentrations, possibly including Clinical Leadership and Management. If so, the educational mission, curriculum, and faculty interfaces between this concentration and existing graduate programs in healthcare management within the Martin School and the College of Public Health should be reviewed and articulated.

Commission on Accreditation of Health Management Education (CAHME) Required Content Areas [Section III (B)]	Faculty Members with Substantial Involvement in the MHA Program, in the Current Academic Year	Faculty Expertise and Instruction that Could Possibly be Available to the MHA Program, in the Future
11. Written, verbal, and interpersonal communication skills		
12. Statistical analysis and application		
13. Economic analysis and application to decision making		
14. Market analysis, research, and assessment		
15. Financial analysis and management		

Commission on Accreditation of Health Management Education (CAHME) Required Content Areas [Section III (B)]	Faculty Members with Substantial Involvement in the MHA Program, in the Current Academic Year	Faculty Expertise and Instruction that Could Possibly be Available to the MHA Program, in the Future
16. Ethics in business and clinical decision-making		Karen Skaff, RDH, Ph.D. , Associate Professor and Director, Clinical Leadership and Management Program, has interest and experience in the area of healthcare ethics. If schedules and other commitments permit, she could contribute a module or lectures in this area. In addition, Sara Rosenthal, Ph.D., who received masters and doctoral degrees in bioethics and medical sociology from the University of Toronto, could be another resource. She is a Clinical Assistant Professor in the College of Medicine, co-chairs the Hospital Ethics Committee, and lectures in the College of Health Sciences.
17. Strategy formulation and implementation		
18. Quality assessment for patient care improvement		Kevin Schuer, M. P.A.S., M.P.H., a Physician’s Assistant and Assistant Professor in the College of Health Sciences, is presently constructing a new course in quality assessment and improvement. It is possible that he could contribute an instructional module or provide guest lectures in the MHA Program. Marial Miesle, MBA, MA, a staff member in Neurosciences and Orthopaedics, also has taught quality and productivity in the College of Health Sciences and could serve as a resource in this area.
19. Professional skills development		

FACULTY RESOURCES PRESENTLY AND POTENTIALLY AVAILABLE TO THE UKY MHA PROGRAM 3/18/08

COLLEGE OF LAW

		College of Law
Commission on Accreditation of Health Management Education (CAHME) Required Content Areas [Section III (B)]	Faculty Members with Substantial Involvement in the MHA Program, in the Current Academic Year:2008-09	Faculty Expertise and Instruction that Could Possibly be Available to the MHA Program, in the Future
1. Population health and status assessment		<p>As a professional degree (Juris Doctor) granting college, the College of Law faculty tends to have limited interaction with students in other programs, even graduate programs, because of the unique nature of the J.D. degree. This is true of our current involvement in the MHA program. In addition, we are a fairly small faculty with regular vacancies due to sabbaticals and other faculty commitments and opportunities, so our collective attentions tend to be focused on fulfilling our own substantial programmatic requirements. Nevertheless, we see possible avenues of interaction with the MHA program in the Martin School of Public Administration. We have high regard for the Martin School of Public Policy and Administration generally and its national reputation is certainly a benefit to the University.</p> <p>Below are listed three options for interaction between the College of Law and the Martin School's Masters in Health Administration program. These are listed from the least interaction to the most.</p> <p>1. Individual course offering cooperation and enrollment. We currently have faculty with expertise generally in the Required Content Areas listed in bold and marked with an asterisk. Those faculty members teach in the areas of business organizations, nonprofit organizations, and professional responsibility/legal ethics but not specifically as those subjects relate to Health Management. The expertise of these faculty members, however, may be appropriately brought to bear in the health administration context.</p> <p>We have one faculty member who has specific expertise in health care regulation and policy. This faculty member, Assoc. Prof. Nicole Huberfeld, joined the College of Law faculty in 2005 and teaches Health Care Organizations and Finance, (Law 830), Bioethical Issues in the Law, (Law 831), and Healthcare Law and Policy Seminar (Law 950). Prof. Huberfeld was granted tenure in 2008 and has a growing national reputation in the</p>
2. Health policy formulation, implementation, and evaluation *		
3. Organizational development/organizational behavior theory and application		
4. Management and structural analysis of healthcare organizations, including evaluation and redesign *		
5. Operations assessment and improvement		

Commission on Accreditation of Health Management Education (CAHME) Required Content Areas [Section III (B)]	Faculty Members with Substantial Involvement in the MHA Program, in the Current Academic Year	Faculty Expertise and Instruction that Could Possibly be Available to the MHA Program, in the Future
6. Management of human resources and health professionals		<p>area of constitutional law and federal spending in the health care area. Consequently, her areas of expertise overlap with several of the Required Content Areas listed.</p> <p>Prof. Huberfeld or any of the faculty members who teach generally in the listed areas could be approached to participate in the MHA program on an informal, occasional bases such as by (1) guest lecturing, (2) teaching a section or portion of an existing MHA course; (3) co-teaching a course for a semester, or (4) opening their existing classes to MHA students as permitted by the MHA program's requirements. The final option would have to insure that J.D. students were not precluded from enrolling in such courses and would most likely be appropriate in Prof. Huberfeld's Health Care Organizations and Finance course.</p>
7. Information systems management and assessment		<p>This option provides limited interaction and would have to be with the Associate Dean for Academic Affairs' and the individual faculty member's approval on a course-by-course basis. Often, law school courses are audited by students in other programs or are taken for credit depending on the program in which the student is formally enrolled. That approval would, of course, be up to the MHA program's approved procedures.</p>
8. Legal principles development, application, and assessment *		<p>In addition, our curriculum currently lists three Martin School courses which our students may take for credit on a pass/fail basis. The academic guidelines for the College of Law allow students to take up to six hours of graduate-level course work approved by the College of Law faculty in other colleges and departments within UK as part of the 90-hour graduation requirement. They are HA/PA 621: Quantitative Analysis; PA 651: The Policy Process; and PA/HA 652 Public Policy Economics. College of Law courses may be appropriate for cross-listing in the MHA program as well.</p>
9. Governance – structure, roles, responsibilities, and alignment to leadership *		
10. Leadership - visioning, change management and team development		

<p>Commission on Accreditation of Health Management Education (CAHME) Required Content Areas [Section III (B)]</p>	<p>Faculty Members with Substantial Involvement in the MHA Program, in the Current Academic Year</p>	<p>Faculty Expertise and Instruction that Could Possibly be Available to the MHA Program, in the Future</p>
<p>11. Written, verbal, and interpersonal communication skills</p>		<p>2. Jointly appointed faculty. Occasionally, the College of Law has permitted faculty from other departments and colleges to have joint appointments in the College of Law. Former Provost Mike Nietzel from the Psychology Department and the Graduate School and former Dean Lois Nora of the College of Medicine are two examples. These situations typically represent unique circumstances borne of the individual professor’s relationships with a member of our faculty. Our faculty members have rarely had joint appointments in other colleges. Prof. Huberfeld is a Bioethics Associate in the Medical Center but that role does not constitute a formal joint appointment; rather, it is a consultant-like position. A similar position might be possible with the MHA program but its contours would, of course, have to be explored by both faculties and administrations. With further evaluation of the obligations of such a position, and its funding and curricular implications, such relationships might be possible in the future.</p> <p>3. Joint degree granting programs. The College of Law currently offers three joint degree programs: JD/MBA with the College of Business and Economics, JD/MA with the Patterson School of Diplomacy, and JD/MPA with the Martin School of Public Policy in its Public Administration program. Each of these programs require three full years in the College of Law, fulfilling the 90 credit hour requirement of which 9 can be obtained in programs outside the law school for credit toward the JD degree. (Note: Only three credit hours from the Patterson School program are permitted to count toward the JD degree in the JD/MA program with the Patterson School). Courses taken outside the College of Law are taken on a pass/fail basis and the student must receive a B to pass. These programs are “joint” only in the sense that the student fulfills the degree requirements of both degrees concurrently but the programs do not otherwise overlap. Many faculty members have expressed interest in providing a JD/MHA joint degree program. With proper evaluation by both faculties and procedural process to explore the contours of such a program, it might be a valuable addition to both our programs.</p>
<p>12. Statistical analysis and application</p>		
<p>13. Economic analysis and application to decision making</p>		
<p>14. Market analysis, research, and assessment</p>		
<p>15. Financial analysis and management</p>		

Commission on Accreditation of Health Management Education (CAHME) Required Content Areas [Section III (B)]	Faculty Members with Substantial Involvement in the MHA Program, in the Current Academic Year	Faculty Expertise and Instruction that Could Possibly be Available to the MHA Program, in the Future
16. Ethics in business and clinical decision-making *		
17. Strategy formulation and implementation		
18. Quality assessment for patient care improvement		
19. Professional skills development		

**Faculty Resources Presently and Potentially Available to the UKY MHA Program 3/20/09
COLLEGE OF PHARMACY**

College of Pharmacy		
Commission on Accreditation of Health Management Education (CAHME) Required Content Areas [Section III (B)]	Faculty Members with Substantial Involvement in the MHA Programs, in the Current Academic Year	Faculty Expertise and Instruction That could possibly be available to the MHA Program, in the future
1. Population health and status assessment		Dr.'s. Steinke, Blumenschien, Kirsh and Talbert have expertise in this area. Our curriculum for the professional program addresses this primarily in PHR95: Pharmaceutical Policy and Public Health. We are developing some graduate programs that may align with this area for MHA initiatives.
2. Health policy formulation, implementation and evaluation		Same as above #1
3. Organizational development/organizational behavior theory and application		Dr.'s Policastri, Divine, Freeman , Cain and Mr. John Armitstead each have expertise in this area. Mr. Armitstead offers an elective in hospital pharmacy management.
4. Management and structural analysis of healthcare organizations, including evaluation and redesign		Same as above #3
5. Operations assessment and improvement		Same as #3

College of Pharmacy		
Commission Accreditation of Health Management Education (CAHME) Required Content Areas [Section III (B)]	Faculty Members with Substantial Involvement in the MHA Programs, in the Current Academic Year	Faculty Expertise and Instruction That could possibly be available to the MHA Program, in the future
6. Management of human resources and health professionals		Same as above #3 along with Dr. Dan Grantz and Dr. Kimberly Hite
7. Information systems management and assessment		Dr. Jeff Talbert, Dr. Matt Lane, Mr. Armitstead and Jeff Cain would potentially be able to contribute in this area
8. Legal principles development, application and assessment	Dr. Fink presently provides instruction for a course in health law.	Dr. Joe Fink would be the faculty leader for this area from pharmacy
9. Governance – structure, roles, responsibilities and alignment to leadership		N/A
10. Leadership – visioning, change management and team development		Dr. Romanelli, Dr. Smith, Dr. Policastri, Mr. Armitstead, Dr. Freeman each has expertise in this area.

College of Pharmacy		
Commission Accreditation of Health Management Education (CAHME) Required Content Areas [Section III (B)]	Faculty Members with Substantial Involvement in the MHA Programs, in the Current Academic Year	Faculty Expertise and Instruction That could possibly be available to the MHA Program, in the future
11. Written, verbal and interpersonal communication skills		Dr. Kelly Smith
12. Statistical analysis and application		Dr. Blumenschein, Dr. Steinke, Dr. Talbert, Dr. Kelly Smith Pharmacoepidemiology
13. Economic analysis and application to decision making		Dr. Blumenschein, Dr. Steinke- Pharmacoeconomics
14. Market analysis, research and assessment		N/A
15. Financial analysis and management		Dr. Policastri, Jeff Cain, Mr. John Armitstead
16. Ethics in business and clinical decision-making		Dr. Policastri, Dr. Freeman, Dr. Blumenschein, Dr. Kirsh, Mr. Armitstead, Dr. Foster, Dr. Hatton, Dr. Fink

College of Pharmacy		
Commission Accreditation of Health Management Education (CAHME) Required Content Areas [Section III (B)]	Faculty Members with Substantial Involvement in the MHA Programs, in the Current Academic Year	Faculty Expertise and Instruction That could possibly be available to the MHA Program, in the future
17. Strategy formulation and implementation		Mr. Armitstead; Dr. Matt Lane
18. Quality assessment for patient care improvement		Dr. Matt Lane; Mr. Armitstead; Dr. Craig Martin, Dr. Dan Grantz, Dr. Divine; other clinical pharmacy faculty;
19. Professional skills development		Multiple faculty could contribute in this area depending on content

Additional Comments:

Dr. Fink has taught in the MHA degree program since 1986. This has not been compensated since 1998, however, with the expanding pharmacy professional program and continued demands with his return to the COP as a faculty member, his ability to continue is under discussion.

The Pharm.D./MHA would potentially be an attractive dual degree option for pharmacy students who are interested in administrative positions. The emphasis on health in the MHA is the benefit for our students. We have explored this option in the past but the # of hours in the MHA prohibited completion if both the Pharm.D and MHA were to be completed in 4 years (unless we develop an option for PY1 students to opt into this dual degree earlier than our others); If students were willing to stay in school for an extra year (or perhaps a semester) we could implement a PharmD/MHA. There may also be opportunities for residents in the MHA (as a dual program). We have a VA faculty member who recently completed the MHA – her insight into development opportunities would be helpful.

Dr. Blumenschein, Fink and Steinke have joint appointments in the Martin School.

Dr. Blumenschein, Talbert and Fink have served on MHA capstone committees in the past.

Specialized pharmacy based research projects in business/finance/budgeting might be options;

Specialized rotations in pharmacy based experiences related to finance or hospital administration could be designed for MHA students

Faculty Resources Currently and Potentially Available to the UK MHA Program 03/09/09
COLLEGE OF PUBLIC HEALTH

College of Public Health		
Commission on Accreditation of health Management Education (CAHME) Required Content Areas [Section III (B)]	Faculty Members with Substantial Involvement in the MHA Program in the Current Academic Year	Faculty Expertise and Instruction Possibly Available to the MHA Program in the Future
1. Population health and status assessment		CPH Dept. of Epidemiology; CPH Dept. of Preventive Medicine & Environmental Health
2. Health policy formulation, implementation and evaluation		Julia F. Costich, MPA, JD (1), Dana Patton, PhD (1)
3. Organizational development, organizational behavior theory and application	Martha C. Riddell, DrPH (HA 642: Public Organization Theory and Behavior)	Riddell, William Pfeifle, MBA, EdD (1)
4. Management and structural analysis of healthcare organizations, including evaluation and redesign	Martha C. Riddell, DrPH (HA 642: Public Organization Theory and Behavior)	William Pfeifle, MBA, EdD (1), Sarah Wackerbarth, PhD (2)
5. Operations assessment and improvement		Sarah Wackerbarth, PhD (2)
6. Management of human resources and health professionals	Michael D. Smith, MHA, PhD (HA 628: Personnel Management in Health and Public Administration)	Smith
7. Information systems management and assessment	Martha C. Riddell, DrPH (HA 624: Information Systems in Health Care)	Riddell
8. Legal principles development, application and assessment		Julia F. Costich, MPA, JD (1)

Notes:

(1) Teaches this material currently or has taught it in the past 2 years

(2) Contingent on completion of transfer to CPH

Commission on Accreditation of health Management Education (CAHME) Required Content Areas [Section III (B)]	Faculty Members with Substantial Involvement in the MHA Program in the Current Academic Year	Faculty Expertise and Instruction Possibly Available to the MHA Program in the Future
9. Governance—structure, roles, responsibilities, and alignment to leadership		James W. Holsinger, MD, PhD (1)
10. Leadership—visioning, change management and team development	Martha C. Riddell, DrPH (HA 642)	James W. Holsinger, MD, PhD (1), William Pfeifle, MBA, EdD (1)
11. Written, verbal and interpersonal communication skills		[cross-cutting competency addressed in several courses]
12. Statistical analysis and application		Dept. of Biostatistics
13. Economic analysis and application to decision making		Hankins (1) (taught HA 636: Health Economics, HA 652: Public Economics, and HA 621: Quantitative Methods in 2007-2008 academic years)
14. Market analysis, research and assessment		
15. Financial analysis and management		Raymond E. Hill, MPA, DrPH (1)
16. Ethics in business and clinical decision making		Michael E. Smith, MHA, PhD; James W. Holsinger, MD, PhD (1)
17. Strategy formulation and implementation		William Pfeifle, MBA, EdD (1)
18. Quality assessment for patient care improvement		Martha C. Riddell, DrPH (1)
19. Professional skills development		[cross-cutting competency addressed in several courses]

*Notes:**(1) Teaches this material currently or has taught it in the past 2 years**(2) Contingent on completion of transfer to CPH*

College of Public Health		
Commission on Accreditation of health Management Education (CAHME) Required Content Areas [Section III (C)]	Faculty Members with Substantial Involvement in the MHA Program in the Current Academic Year	Faculty Expertise and Instruction Possibly Available to the MHA Program in the Future
Capstone course, manuscript and presentation	Riddell	[depending on faculty time and availability]

CPH Faculty Information:

Costich, Julia F., MPA, PhD, JD. Associate Professor and Chair, Dept. of Health Services Management; Director, Kentucky Injury Prevention & Research Center.

Hankins, Scott, PhD (Economics). Assistant Professor, Dept. of Health Services Management.

Hill, Raymond E., MPA, DrPH. Assistant Professor, Dept. of Health Services Management.

Holsinger, James W., MD, PhD (Anatomy). Charles T. Wethington Chair and Professor, Depts. of Preventive Medicine and Health Services Management.

Patton, Dana, PhD (Political Science). Assistant Professor, Dept. of Health Services Management.

Pfeifle, William, MBA, EdD. Professor, Dept. of Health Services Management; Director of Graduate Studies for the MPH program.

Riddell, Martha C., DrPH. Research Assistant Professor, Dept. of Health Services Management. Dr. Riddell has served on six completed capstone committees and is currently serving on four.

Smith, Michael D., MHA, PhD (Philosophy). Assistant Dean for Assessment and Planning, Executive Director, Osher Lifelong Learning Institute, Director, Council on Aging, Assistant Professor, Dept. of Health Services Management.

Faculty Resources Presently and Potentially Available to the UKY MHA Program 03/23/09

UK HEALTHCARE

		UK HealthCare
Commission on Accreditation of Health Management Education (CAHME) Required Content Areas [Section III (B)]	Faculty Members with Substantial Involvement in the MHA Program, in the Current Academic Year	Faculty and Staff Expertise and Instruction that Could Possibly be Available to the MHA Program, in the Future
1. Population health and status assessment*		Dr. Richard Lofgren, Vice President for HealthCare Operations and Chief Clinical Officer, and Mr. Shawn Crouch, his Chief of Staff, believe that UK HealthCare - - including the College of Medicine and UK hospitals - - has faculty and administrative staff expertise in 18 of the 19 CAHME content areas; these are marked with asterisks. There are several avenues through this expertise and experience could be made available to MHA students; these include:
2. Health policy formulation, implementation, and evaluation*		<u>A. Providing Instructional Modules in HA Courses:</u> College of Medicine faculty and Hospital administrative staff members with special interests and expertise in selected CAHME content areas could be invited to teach compact, pre-defined modules as integral components of existing or new Health Administration (HA) courses. This instruction could be provided in the form of guest lectures or, in some cases, in a formal team teaching format with HA faculty members. With appropriate planning <u>and</u> coordination, there are bountiful opportunities for College of Medicine and Hospital staff members to enrich the MHA curriculum through this type of engagement. Some examples of persons who could make substantive contributions to the MHA curriculum and modules that could be explored are:
3. Organizational development/organizational behavior theory and application*		
4. Management and structural analysis of healthcare organizations, including evaluation and redesign*		<ul style="list-style-type: none"> • <u>Joseph Conigliaro, MD, Associate Chief Medical Officer, Quality and Safety</u> Dr. Conigliaro is the director for the Center for Enterprise Quality and Safety, the organizational unit responsible for the ongoing oversight of the quality and safety of healthcare services provided throughout UK HealthCare. The Center monitors the CMS core measures as well as other measures of the quality of care provided to patients. The Center also serves as a resource for clinical units that are redesigning healthcare delivery processes in order to increase quality and efficiency.

Commission on Accreditation of Health Management Education (CAHME) Required Content Areas [Section III (B)]	Faculty Members with Substantial Involvement in the MHA Program, in the Current Academic Year	Faculty and Staff Expertise and Instruction that Could Possibly be Available to the MHA Program, in the Future
Continued from page 1		<p>Possible areas of focus: Monitoring quality and safety in the delivery of healthcare; the use of Lean Manufacturing principles in a healthcare setting; and integrating clinical and safety data to improve outcomes.</p> <ul style="list-style-type: none"> • <u>Colleen Swartz, Chief Nursing Executive</u> Ms. Swartz is responsible for the provision of nursing and other clinical services across the enterprise. Her responsibilities include the development of the highest quality, most efficient clinical care model for healthcare delivery throughout the organization. This includes developing care models in conjunction with medical and business development staff. Possible areas of focus: The integration of multi-disciplinary clinical teams; determinants of patient care quality; and business development. • <u>Tim Tarnowski, Chief Information Officer</u> Mr. Tarnowski is responsible for integrating I/T systems throughout UK HealthCare to link patient information and provide data for efficient clinical and financial decision making. Possible areas of focus: Information systems management and clinical care systems integration. • <u>James Zembrodt, Director of Business Development</u> Mr. Zembrodt's department is responsible for the analysis of current and new business opportunities. This includes the integration of internal performance data and multiple streams of external market data. Mr. Zembrodt also leads numerous multi-disciplinary teams in business plan development. Possible areas of focus: Healthcare market analysis and business development. <p>Some additional examples of UK HealthCare leaders whose expertise and experience could be very beneficial for MHA students are:</p>

Commission on Accreditation of Health Management Education (CAHME) Required Content Areas [Section III (B)]	Faculty Members with Substantial Involvement in the MHA Program, in the Current Academic Year	Faculty and Staff Expertise and Instruction that Could Possibly be Available to the MHA Program, in the Future
Continued from page 2		<ul style="list-style-type: none"> • <u>Joseph Claypool, Associate Vice President for Clinical Network Development</u> Areas: Healthcare management and network development • <u>Jonathan Curtright, Ambulatory Practice COO</u> Areas: Organizational development; management and structural analysis; and operations assessment and improvement • <u>Harry Dadds and/or Ruth Booher, UK Senior Associate General Counsels for UK HealthCare</u> Area: Health law • <u>Paul DePriest, MD Chief Medical Officer</u> Areas: Organizational development; management and structural analysis, operations assessment and improvement • <u>Richard Lofgren, MD, VP for HealthCare Operations</u> Areas: Leadership; strategy formation; organizational development; management and structural analysis; and operations assessment and improvement • <u>Ann Smith, Chief Administrative Officer, Chandler Hospital</u> Areas: Organizational development; management and structural analysis; and operations assessment and improvement

Commission on Accreditation of Health Management Education (CAHME) Required Content Areas [Section III (B)]	Faculty Members with Substantial Involvement in the MHA Program, in the Current Academic Year	Faculty and Staff Expertise and Instruction that Could Possibly be Available to the MHA Program, in the Future
5. Operations assessment and improvement*		<ul style="list-style-type: none"> • <u>Joseph Claypool, Associate Vice President for Clinical Network Development</u> Areas: Healthcare management and network development
6. Management of human resources and health professionals*		<ul style="list-style-type: none"> • <u>Jonathan Curtright, Ambulatory Practice COO</u> Areas: Organizational development; management and structural analysis; and operations assessment and improvement • <u>Harry Dadds and/or Ruth Booher, UK Senior Associate General Counsels for UK HealthCare</u> Area: Health law
7. Information systems management and assessment*		<ul style="list-style-type: none"> • <u>Paul DePriest, MD Chief Medical Officer</u> Areas: Organizational development; management and structural analysis, operations assessment and improvement
8. Legal principles development, application, and assessment*		<ul style="list-style-type: none"> • <u>Richard Lofgren, MD, VP for HealthCare Operations</u> Areas: Leadership; strategy formation; organizational development; management and structural analysis; and operations assessment and improvement
9. Governance – structure, roles, responsibilities, and alignment to leadership*		<ul style="list-style-type: none"> • <u>Ann Smith, Chief Administrative Officer, Chandler Hospital</u> Areas: Organizational development; management and structural analysis; and operations

Commission on Accreditation of Health Management Education (CAHME) Required Content Areas [Section III (B)]	Faculty Members with Substantial Involvement in the MHA Program, in the Current Academic Year	Faculty and Staff Expertise and Instruction that Could Possibly be Available to the MHA Program, in the Future
10. Leadership - visioning, change management, and team development*		<p><u>B. Teaching or Co-Teaching Courses:</u> In certain areas of shared interest and special importance to the MHA Program and UK HealthCare, it is conceivable that a College of Medicine faculty member and/or a Hospital executive could be engaged to teach or co-teach a full course in the MHA curriculum, most likely in partnership with a HA faculty member. Leadership, information systems, and quality measurement & improvement are examples of vitally-important content areas where arrangements of this nature could strengthen the MHA curriculum <i>and</i> create beneficial linkages between the MHA Program and UK HealthCare. In constructing such arrangements, matters such as logistics, time commitments, joint faculty appointments, and compensation would require careful attention.</p> <p><u>C. Field Experience:</u> UK HealthCare is an outstanding academic medical center that is growing in scope and stature. It provides a rich and diverse environment for MHA students to gain the applied experience with strong mentorship that is essential to first-rate graduate education in healthcare management. Mechanisms for providing MHA students with applied experience could include:</p> <ul style="list-style-type: none"> • Course assignments and projects with faculty direction using UK HealthCare as a learning laboratory. • Part-time graduate assistantships whereby MHA students would work for a UK HealthCare clinical or executive leader for a defined number of hours per week (perhaps quarter-time) with a stipend and/or tuition support. • Summer internships during which MHA students would work at UK HealthCare under the mentorship of a clinical or executive leader for 8-10 weeks with a stipend.
11. Written, verbal, and interpersonal communication skills		
12. Statistical analysis and application*		
13. Economic analysis and application to decision making*		
14. Market analysis, research, and assessment*		
15. Financial analysis and management*		

Commission on Accreditation of Health Management Education (CAHME) Required Content Areas [Section III (B)]	Faculty Members with Substantial Involvement in the MHA Program, in the Current Academic Year	Faculty and Staff Expertise and Instruction that Could Possibly be Available to the MHA Program, in the Future
16. Ethics in business and clinical decision-making*		<ul style="list-style-type: none"> Formal post-graduate fellowships of one or two years duration, preferably providing experience both in the hospital setting <i>and</i> in the College of Medicine. Post-graduate fellowships are an increasingly common bridge between graduate school and the healthcare world for MHA graduates. A fellowship at UK HealthCare would be ideal for many MHA students, particularly those with special interest in academic medical centers.
17. Strategy formulation and implementation*		<p>Over the years, experiences of these types have been made available to UK MHA students from time-to-time. However, there is opportunity to nurture and expand these opportunities in a systematic fashion that could be mutually-beneficial for interested students, the MHA program, and UK HealthCare. In this context, it could be helpful for a particular HA faculty member to be designated as liaison between the MHA Program and UK HealthCare with assigned responsibility to nurture the development of these mechanisms for providing the students with valuable field experience.</p>
18. Quality assessment for patient care improvement*		<p>In addition to these opportunities, it is noted that the College of Business and Economics has designed a year-long Leadership Development Program for UK HealthCare clinical and management staff members; the first program began this month. It is intended that this program will be refined and offered on a continuous basis in future years. It is conceivable that some of the instructional modules created for the Leadership Development Program could be built into HA courses. Further, the Leadership Development Program may, at a future date, provide a vehicle for collaboration between the College of Business and Economics and the MHA Program.</p>
19. Professional skills development*		