

**COPH Faculty Assembly Meeting**  
**May 18<sup>th</sup>, 2015**  
**COPH Sam Bell Auditorium**  
**10:30 – 12:00 am**

President Dr. Tom Mason called the meeting to order at 10:32 am.

1. The Dean reminded faculty that our discussions are occurring within the framework of the performance metrics used to assess funding. The current metrics can be viewed at the Board of Governor's website here:

[http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).

Dean Petersen stated that the legislature also allots funding based on preeminence (Preeminent State Research University Support -

<http://www.flsenate.gov/laws/statutes/2013/1001.7065>).

The following information was also shared by Dean Petersen:

- Doctoral admissions are up, largely due to the DrPH program.
  - Masters admissions are down:
    - Need to change emphasis to Master's recruitment.
    - Need to deny lowest scoring students, admit highest scoring, and have one committee review all others.
2. Dean Petersen mentioned that the Council on Education for Public Health (CEPH) has created new standards for undergraduate stand-alone programs and that this program does not include the traditional five core classes. The accreditation criteria can be found here: <http://ceph.org/assets/SBP-Criteria.pdf>.

The following information was also shared:

- Students must still be prepared for the CPH exam.
- Graduate Council requirements to advance the T-MPH (transformed MPH) necessitate that all MPH students matriculating Fall 2015 must take PHC 6600 History and Systems of Public Health.

Dr. Jaime Corvin provided an update on the T-MPH which advised the following:

1. All students admitted in Fall 2015 are required to take History and Systems of Public Health.
  - a. Two sections will be offered in Fall:
  - b. An online session will be available Spring 2016
2. Students must then choose a track – either the traditional core or the T-MPH.
3. Students admitted in Fall 2015 are NOT required to take PHC 6936 capstone.

Dean Petersen noted that the current core needs to be high quality in part because the CPH exam scores plummeted with the Feb 2015 scores the worst ever (66% pass). The

Dean asked the audience to consider the following information.

- We currently offer 27 concentration areas in the MPH
- We have to manage 59 variations on our 6 degrees.
- Many of the concentrations have very few students enrolled.
- We offer 24 graduate certificates, only 38% of applicants finish.
- We are no longer required to have 5 faculty members in each of the core areas.

Comment: There is currently too much administrative requirements attached to the graduate certificates.

The Dean identified the following as suggestions/comments from the faculty discussions:

- There is a need for professional advisors for the MPH.
- Need to elevate importance of teaching, provide professional development, hold faculty accountable (all media).
- Move towards competency attainment.
- Practice needs to be throughout curricula rather than at the end.
- Rethink the special project.
- Explore centralizing the MPH (like BSPH/DrPH).
- Funding mechanisms may be driving decisions (including at the departmental and individual student levels).

### 3. On-line Programs/Courses

- 7 of 27 MPH degrees are fully online.
- 10 of 24 certificates are online.
- 76% of all credit-hours are online:
  - 85% undergraduate
  - 48% graduate
- New DrPH is largely online.
- We are the top program in the university for students who drop classes after the drop/add period.

Comment: on-line courses are difficult for non-native English speakers.

Comment: some classes receive positive feedback for online format.

Conversations with faculty resulted in the following comments:

- Online courses are necessary to promote access
- Improve gatekeeping – on-line courses should be restricted to those requiring on-line degrees or on-line certificate programs.
- Improve advising – steer students to live classes.

Comment: there seems to be a change in demand for on-line courses, they may not be as in demand as in the past.

Comment: the same criteria cannot be used for each course as some are well suited for online and others are not.

Comment: many students lack the discipline necessary to take online courses.

Comment: students need ways to establish a community online.

- Quality of online courses can be good
  - Utilize technology tools within pedagogical principles.
  - Assure content is current.
  - Employ high level assessment methods.
  - Seek to engage and monitor student progress.
- Quality of online courses must be good
  - Faculty should be trained, perhaps certified.
  - Must adhere to quality standards.
- Communication is essential.
  - Where do we want to be in 5 years?
  - Can we be more efficient and more impactful?
- Great interest in blended and hybrid courses.
- Great interest in team-taught or shared courses.
- Great interest in modules or different credit options.
- Quality has to be the driver.
  - On-campus courses have to be “real” (in other words, students don’t want all the material on Canvas for a live class).

Comment: it would be of great value to identify a way to determine that students are doing poorly before they are placed on probation.

Next month: Meeting June 22<sup>nd</sup>, topics: doctoral programs, courses, students, advising, and funding.

Note respectfully submitted by Jill Roberts.