

# Conclusions

College of Public Health Faculty Assembly

April 2016

(this presentation will be made on May 23<sup>rd</sup> at 10:30 am)

# We started this journey in late 2014

- Emerging from the budget situation of 2012-2013
- Faculty expressing exhaustion
- Changes in the external environment
  - Performance-based (now Pre-eminence as well) funding environment
  - Increasing competition from new schools and programs
  - Increasingly competitive national funding environment
  - Radical changes in the accreditation criteria
  - New opportunities following the Affordable Care Act
- Changes in the internal environment
  - Budget challenges including RCM, no tuition increases, frozen assets
  - New leadership in Health, aggressive emphasis on federally funded research
  - New technological solutions

# Process

- Faculty meetings (starting late 2014, early 2015)
- Faculty retreat (March 2015)
- Monthly conversations around special topics (April – August 2015)
- Monthly faculty meetings to summarize (iterative discussions)
- Agreement to support some short-term solutions (September 2015)
- Workgroups formed to address longer-term opportunities (September – December 2015)
- External consultant to provide fresh eyes (January – March 2016)
- Lots of hallway conversations
- Concluding recommendations (April 2016)

# The process of change never ends

- Today I hope we settle some outstanding questions
- We will finish the work necessary once we agree on the answers
- This will set us up to begin the critical work of developing our self study for accreditation ***under the new criteria***
- We will know, when I return from the June CEPH Council meeting, with a fair degree of certainty what the new criteria will look like and we will be able to get to work
- Our site visit will be in late 2018
- The clock is ticking

## Clear themes emerged

- The need to be much more **efficient** with our time and our resources
- The need to ensure **quality** in every academic endeavor
- The need to support **critical mission areas** and the people who contribute to them
  - Research and scholarship
  - Teaching and learning
  - Community engagement and professional practice
  - Mentorship and professional development (faculty AND students)

## So, in September we agreed to a few things

- Recruit professional academic advisors for students in our MPH degree programs
- Eliminate redundant faculty credentialing processes
- Streamline admissions to the MPH degree programs
- Build a portfolio of experiential learning opportunities
- Create a new set of faculty awards to recognize extraordinary performance in the areas important to us
- Review all business processes (*powered by Appian ->Archivum*)

## In September, we also agreed to form several workgroups

- BSPH
- MPH
- PHP and Executive MPH programs
- PhD
- 21<sup>st</sup> century Teaching Technology
- Teaching Quality and Effectiveness
- Faculty Governance
- Faculty Development

# Workgroups have concluded their work\*

- \*Faculty Development was just convened
- Faculty Governance/By Laws workgroup report has been sent to you
- All other workgroups have made their reports to you at previous meetings of the faculty assembly
- These groups provided important recommendations for our consideration going forward
- And we have continued to monitor the external and internal (University) environments for their possible impact on us



# Conclusions: Funding

- Performance-based funding/Pre-eminence funding remains our only source of new E&G (base) dollars
  - The university received less \$ this year than in the past
  - In an RCM environment, more \$ will be retained by the president
  - Fewer of these dollars are being distributed to the Colleges
- Our research grant funding is also down
- With increasing costs and little to no new revenue, we are now spending nearly every dollar we bring in to meet our obligations
- External awards remain the one source of money that is **ours**

# Conclusions: Process Efficiencies

- “Archivum” has already created efficiencies in how we process Change of Advisor, Program of Study Approval and Student Appointments
  - Faculty can see all student information in one place: U#, e-mail, department, concentration, GPA, degree status, residency, etc
  - Revealed redundant or unnecessary processes that we have imposed on ourselves, that we can eliminate or radically streamline
  - Supports continuing conversations about tasks that require an investment of time without yielding commensurate reward
- Faculty time is precious and must be devoted to mission critical tasks: *research excellence, teaching excellence, professional development and community engagement*

# Conclusions: We Must Earn Reaccreditation

- As I noted, we will be able to begin work in earnest after the June meeting of the CEPH Council, for our late 2018 site visit
- We have anticipated many of the changes and have been, where possible, adjusting systems to enable reporting for compliance
- **There will be significant work to do** to revise and enhance all degree programs, concentrations and courses to meet new criteria; to develop the systems necessary to document compliance with all curricular criteria; and to establish the systems required for ongoing monitoring of compliance

# Conclusions: Degree Programs

- Recommendations around the BSPH, successfully managed by our stellar office of undergraduate programs, have been adopted eliminating confusion between minors and concentrations, streamlining course offerings and building new partnerships on and off campus
- Recommendations around the MPH, including the PHP and Executive Programs, are being considered in light of resource constraints and new CEPH criteria . . .
- Our president has recently declared that we can no longer “serve a thousand masters - we need a few world class degree programs”

## Conclusions: Degree Programs

- Remember the themes of efficiency, quality and delivering on mission critical work . . . ***we cannot do it all***
- Within our five graduate degree programs we have
  - 53 separate concentrations
  - 35 variations on our dual degree programs
  - 27 certificates
- We do not have enough faculty to meet the CEPH requirement of ***one unique faculty member per each one of these***

# Conclusions: Degree Programs

- Our doctoral programs continue to evolve but several themes are being pursued
  - Recognition that these are College degrees in public health and that students in these degrees deserve the same opportunities for success while they are here and to leave here competent in their knowledge of public health and its many applications
  - Recruiting cohorts of students and treating them as such
  - Planning ahead for doctoral student funding support
  - Assuring the proper sequence and necessary tailoring of DrPH curricula
  - Providing opportunities for PhD students to learn about public health and public health research and to develop professional skills

## Conclusions: Teaching Technology

- We must make available, support and facilitate the use of all applicable technology for instructional quality
- A “teaching technology” office must assure we have the right equipment, fully operational, in the right places for all academic purposes, on and off campus
- A professional development portfolio should certify faculty/instructors in the use of technology and provide relevant, ongoing training to assure continued improvement and appropriate use of instructional technology

# Conclusions: Teaching Quality and Effectiveness

- Because all of you said so and because CEPH also says so, we must pledge a collective commitment to quality in all of our educational endeavors
- We must be intentional about what we offer, to whom, in what manner and for what purpose
- We must nurture the use of quality teaching techniques and tools by all faculty and then we must accept nothing less than the highest quality possible in every learning experience we offer to our students, regardless of concentration or degree, curricular or co-curricular



# Conclusions: Teaching Quality and Effectiveness

- “Excellence in teaching” as now on par with “excellence in research” for tenure and promotion
- We must be clear about what we mean by “excellence” and we must provide opportunities to develop it at the same time we develop the means to evaluate it and hold each of us accountable for it
- Our new faculty governance structures will be critical to our success

## Conclusions: Structure

- We began by asking the question, “if we are no longer being reviewed around the old core disciplines, why are we organized that way?”
- We quickly realized that questions of structure go beyond departments and include the College/Dean’s Office structure and the Faculty Governance Structure
- In reverse order . . .

# Conclusions: New Faculty Governance Structure

- Three empowered committees
  - Faculty Affairs
  - Education
  - Research

# New Faculty Governance Structure

## 1. Faculty Affairs Committee

- In addition to the great work done last year to modernize our APT guidelines and procedures, this group will assume responsibility for developing and implementing a robust, comprehensive evaluation of teaching quality and effectiveness and will contribute to the evolving faculty development strategy in this area

# New Faculty Governance Structure

## 2. An Empowered Education Committee

- This committee, in addition to continuing its past responsibilities and absorbing all the pre-existing academic-related committees will assume responsibility for the currency, relevancy and compliance with CEPH criteria of all courses, concentrations, certificates, dual degrees and co-curricular learning opportunities for all degree programs
- A revised composition is intended to fairly distribute the work and to promote discussion among faculty groups represented, increasing efficiency
- A revised process is intended to engage faculty before, during and after committee meetings to assure shared understanding of academic decisions and collective accountability for quality

# New Faculty Governance Structure

## 3. An Empowered Research Committee

- In addition to continuing its previous work, this group will create opportunities for broader discussion about the research enterprise in the College; the group will design and implement methods to promote overall growth in research, greater inter-disciplinarity, a more diversified funding portfolio, student involvement in research and recognition of that involvement, and translation to practice and immediate impact on the field

# New Faculty Governance Structure

- Given the importance of these three committees and how vulnerable we are to the effects of miscommunication, I will be inviting the three chairs of these standing committees of the faculty assembly to join the executive leadership team of the College

# Conclusions: College Structure

- In light of the importance of our academic programs to our continued success in performance funding, rankings and accreditation, we will recruit a Vice Dean for Education
  - Responsible for academic excellence and student success
  - Academic Affairs
  - Student Affairs
  - Experiential learning, in the classroom, the community and globally
  - Teaching Technology
  - Faculty development around teaching



# Conclusions: College Structure

- We will identify an individual to lead our efforts around translational research and practice who will be responsible for coalescing faculty around innovative ways to expand our strategic plan goals to conduct more translational research and to translate our research to practice
- This position will also be responsible for assuring that our students, particularly those in doctoral and research masters degrees have every opportunity to develop outstanding skills in the areas of translational research and practice
- This position will also serve to bridge the College office of research (Associate Dean for Research) and the new office of the Vice Dean for Education

# Conclusions: College Structure

- It was important enough to many of you to have the ability to remain affiliated with a discipline- or context-specific department, thus we will retain the current departmental structure
- Having said that, we must continue to be vigilant in addressing those issues that a departmental structure may, can or does impede
- We are exploring options for faculty to choose different affiliations within the College, e.g.,
  - Professor of public health
  - Affiliated with a teaching or research center
  - Administratively housed within a department
  - Or any combination or variation therein, etc

## Conclusions: We have a future

- It's up to us to decide how to frame it
- Our 35<sup>th</sup> anniversary is approaching
- US News and World Report rankings will be determined at the same time
- Our success will be facilitated by all of us
  - doing great work
  - doing it efficiently
  - continuing to innovate and exceed expectations and
  - building our reputation in the ways we wish to be known

# Thank you!

- For embarking on this journey
- For continuing on it all these months
- And for now helping us all realize our potential to be the best College of Public Health there is!
  
- Questions? Comments? **NOTE: I'm happy to take questions or comments now, or at the meeting of the faculty assembly at which I will present this and invite discussion**