

Faculty Assembly March 11, 2016

Dean Petersen reminded the Assembly that we have been on a journey for 1.5 years including retreat, discussions, and workgroups surrounding the College moving forward.

Dean Petersen announced that an outside Public Health person has been asked to speak to the Assembly – Dr. Ian Lapp from Harvard on Accreditation.

Report from MPH Workgroup – Dr. Jaime Corvin

- The MPH workgroup is tasked with discussing the degree and structure
- Transformed MPH core
- Examine/reduce concentrations
  - Look at enrollment and possible growth
  - Does not include dual degree
    - Low enrollment due to too many credit hours (excess hours penalty)
- Recommend internal/external review of concentrations
- All concentrations should include practical experience
- New concentration development
  - More stringent process
  - New programs given cutoff of “10” for low enrollment, should have a period of 3 years for growth, then reviewed.
- Reducing credit hours to 42 for most concentrations
- Quality of the programs must be consistent and high.
- Committee was not able to revise MPH without further information on where College is headed.

Report from Teaching Effectiveness Workgroup – Dr. Stephanie Marhefka

- Teaching excellence
  - Demonstrate student-centered mentorship
  - Demonstrates effective active learning strategies
- Teaching Evaluations: students
  - Incentive structure (give students points for posting screenshot of the confirmation they submitted)
  - Developing a COPH course feedback form – approximately 75% completed
  - Environment that invites feedback
- Peer Evaluation
  - Not to be used for promotion/tenure (a comment was made that this should not be required, but could be an option to include in tenure packet)
- Teaching Portfolio
  - Develop a COPH portfolio template
- Other
  - Teaching excellence awards
  - CQI of instruction

Invited Speaker Dr. Ian Lapp Presented “A USF Moment: Managing Change, Moving to the Next Level.

- USF is moving up the ranks, we can be in the top 10 by our 35<sup>th</sup> anniversary.
- A foundation in Florida with far reaching results.
- #2 school of Public Health in Southern region.
- We need to move from a collection of courses to a college-wide curriculum
  - Accountable for competencies and assurance of attainment
  - A sequence of courses should create competencies (not a single course)
- We need continued vigilance on duplication/overlap of course content.
  - Noted on syllabi and in course evaluations
- Longitudinal learning – carry forward materials learned in one class to the next, you cannot lead on research alone.
- Consolidate the curricula, champion coordination.
  - Less is more, achieve efficiencies and excellent, combat exhaustion.
  - The research interests of the faculty do not need to be one for one with the curriculum. Eliminating concentrations does not mean research is eliminated.
  - John Hopkins U has only 7 concentrations/Harvard has 8
  - Have the courage to take the steps to consolidate these concentrations.
  - Spot the next opportunity, strategically select your next success. Example – MPH in Nutrition concentration is a great idea it attracts students. The Public Health MS degree with genetic testing is also a great idea.
  - Get the number of concentrations under 10.
  - Improve/streamline system – partner on this, do not beat people up in the process.
  - Life course approach to the student journey
    - Education needs to not be bound by departmental structure. Don’t let institutional structure affect ability to be efficient and effective.
    - Will not succeed unless coordination occurs.
- Repurposing your Passion for Practice
  - Experiential learning across the curriculum.
    - You do not have to leave the classroom for this – case studies, expert guests, SLE = signature learning experience.
  - Practice as a platform for performing together.
- Focus on funding metrics of performance-based budget
  - Leading change, sustaining momentum
    - Related to developing/graduating students
    - Ramping up research agenda
    - Poised for injection of different types of leadership
      - Vice Dean for Academic Affairs
        - Do a national but swift search
        - Separate student affairs and academic affairs

- Don't combine these, find experts in each area.
- You can be great in many structures but don't let structure be your destiny.
- Meeting adjourned.