

Creating a
healthier world.

USF College of Public Health Moving Forward

Conversation Themes, Conclusions, Next Steps

September 28, 2015

10:30 am Sam Bell Auditorium

University of South Florida College of Public Health
our practice is our passion.



Goal for Today's Meeting

- Remind us of the context within which we operate
- Review the good discussions we've had over the past year
- Convey the urgency for action
- Propose a work-plan going forward, including some immediate action steps, some short-term work objectives around themes we've agreed to in principle and a final structured group process around our organization

Florida Statutes, 381.0301, 1984

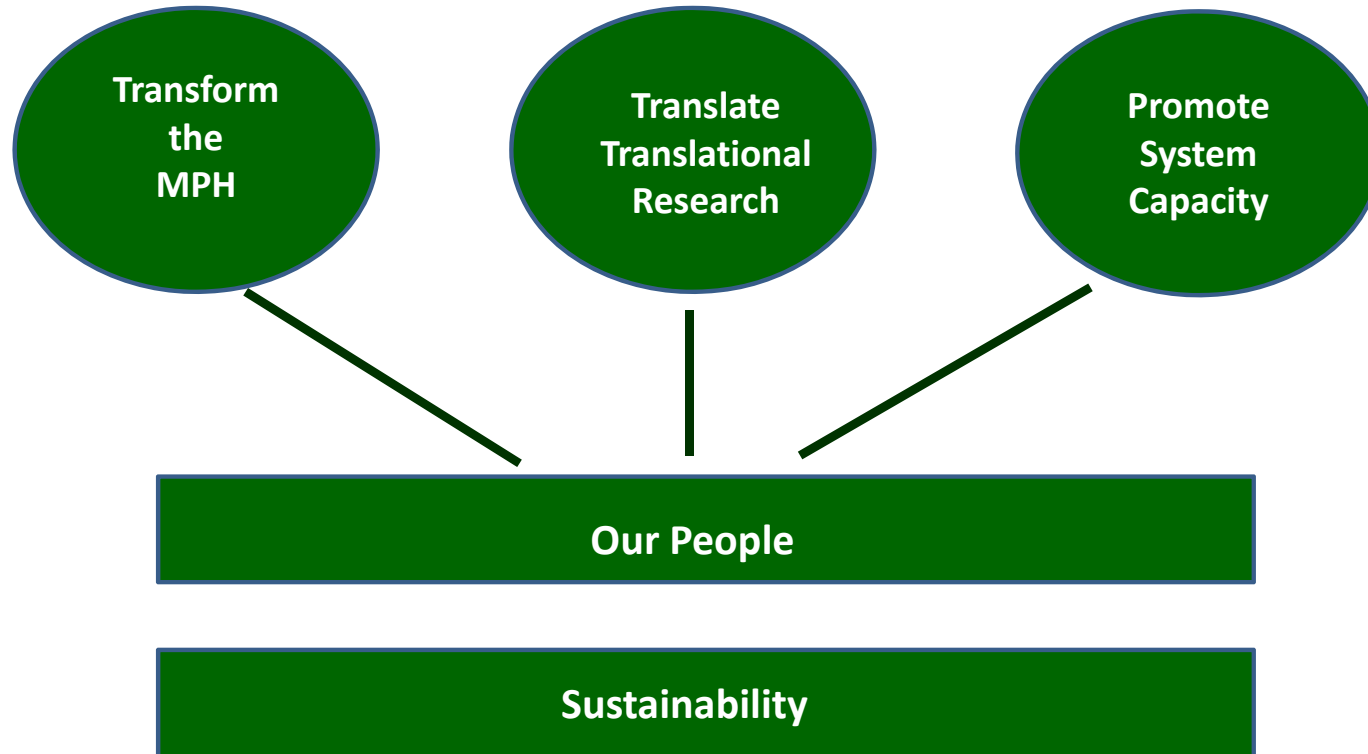
- The legislature intends that the College of Public Health of USF assume a leadership role within the public health system through the *development of academic programs* intended to meet this state's unique health care, environmental, economic, political and social service needs. Beyond its roles as *educator of public health professionals* in this state and as sponsor of *relevant academic research*, the School (*sic*) of Public Health *shall be consulted* by the public health officials of this state in the management of public health efforts.

Vision 2022

The USF College of Public Health will be
the exemplar catalyst for public health innovation and
advancement of the profession, locally and globally.

- Our Mission is
to improve the public's health through advancing discovery,
learning, and service.

Strategic Vision 2022



USF System Strategic Plan Goals

- The University of South Florida's mission is to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment.
 - Student success
 - Research excellence
 - Global engagement
 - Stable economic base

USF Tampa Campus Budget Reengineering

- Campus moving to a Responsibility Centered Management budget model (RCM)
- Revenues allocated where they are generated (we do this now)
- COSTS then assessed to the revenue-generating units
 - Process currently underway with an anticipated implementation date of July 1, 2016
 - USF Health will likely be assessed more of the campus costs

USF Health Strategic Plan Process

- Dr. Lockwood creating a process for a USF Health Strategic Plan
- It will include a significant focus on the Physician's Group and his plans to create the financial and human capital to form a Clinical Integrated Network that bears risk
- As a consequence, he is looking at how the Colleges of USF Health contribute to the costs associated with the operations of the Senior Vice President's office

The Clock is Ticking on CEPH

- We are now officially in the three-year data window for our next CEPH accreditation site visit in 2018
- We are in the unenviable position of having to monitor everything related to the old criteria while we anticipate and prepare for the new
- Our Strategic Plan lends itself nicely to the new vision
- Essential to make decisions now

Why did we start these conversations?

- The budget crisis of 2013-2014 . . .
- Faculty expressing exhaustion
- Growing interest in promoting quality
- Increasing competition
- Changes in the external environment

1. Performance Based Funding

- Ten metrics that will determine any new funding and possibly the continuation of base funding
- One additional metric that is critical to Pre-eminence funding
- *The legislature has already moved part of base funding to the performance pot, meaning more of our funding is at risk*

1. Performance Based Funding

- University Access Rate (Pell Grants)
- Academic Progress Rate (freshmen retention)
- FTIC 6-year Graduation Rate
- % Bachelor's Degrees without Excess Hours
- Number of Postdoctoral Appointees
- % Bachelor's Grads Employed/Continuing Education 1-year post-graduation
- Median average full-time wages of bachelor's grads employed in Florida 1-year post-graduation
- Bachelor's Degrees Awarded in Areas of Strategic Emphasis
- Graduate Degrees Awarded in Areas of Strategic Emphasis
- Average cost of undergraduate degrees to the Institution
- ***Doctoral Degrees Awarded – a Pre-Eminence Metric***

2. Advancements in CEPH Criteria

- The traditional five disciplines no longer appear in CEPH accreditation criteria
 - **We will no longer be required to have 5 faculty in each of the old core areas**
 - MPH core is to be integrated, applied, practice-based emphasizing knowledge, skills and values (to know, to do, to be)
 - MPH concentrations are to reflect community need, faculty strength and student demand and are to prepare professionals for practice
 - Tremendous opportunity for us to distinguish ourselves from the competition

2. Advancements in CEPH Criteria

- Like the state of Florida, in line with directions from the federal government, the focus will be on **outcomes**, not on inputs
- New requirements for experiential learning throughout the curriculum and a robust integrative experience at the end will replace what have been requirements for field experience and culminating experience
 - Will necessitate changes in our field experience, our special project and our capstone, providing new opportunities

3. On-line Programs/Courses

- Promotes access, but . . .
- Must be of high quality
- Funding may have driven bad decisions
- Proportion of course offerings on-line out of synch with enrollment and the expressed interests of the students
- “Technology tension”

4. Doctoral Degrees

- A critical performance metric – the one we are struggling to meet to achieve pre-eminence
- DrPH newly redesigned, growing rapidly
 - Centralized, characterized by breadth, more generalized
 - But, some interest in creating opportunities to specialize
- PhD needs an overhaul
 - Very decentralized, characterized by depth, very specialized
 - But some interest in creating opportunities to generalize

5. Faculty Effort

- In general, faculty felt as though the assignment *process* was reasonable and fair
- Some faculty weren't as confident that the assignments themselves were always reasonable and fair, particularly across Departments
 - Variance in amount of time assigned for teaching
 - Variance in availability of Teaching Assistants
 - Variance in student assigned for advising, mentoring
 - Variance in amount of time assigned for research
 - Variance in committee/service assignments
 - Variance in availability of administrative support, resources in general

5. Faculty Effort Variability

- How much of this is due simply to the variation in the departments?
 - Varying complexity of program offerings
 - Varying enrollment
 - Varying numbers and ranks/types of faculty
 - Varying availability of faculty time for teaching, mentoring and serving
 - Varying in funding expectations
- How much of this is due to the way we fund departments?
 - Autonomy versus accountability
 - Collective versus the unit

5. Accountability

- Federal calls for accountability
- State calls for accountability
- BOG and BOT call for accountability
- SACS and CEPH call for accountability
- Thankfully, in every faculty conversation the idea was expressed and endorsed, that faculty should be held accountable for what they agreed to do at the time of assignment AND for the collective advancement of the College Strategic Plan and goals

5. “Relief”

- HAVE to realize efficiencies to optimize faculty time in core mission areas
 - Support for professional advisors in the MPH program
 - Support for eliminating unnecessary committees
 - Support for streamlining processes
 - Support for rethinking field experience and the special project
 - Support for a collective approach to the PhD program
- Relatedly, we have to realize efficiencies in administrative time as well

6. Organizational Structure

- Fundamental question: is our current departmental structure creating barriers to achieving our mission? Impeding our ability to be competitive? Requiring resources that don't generate returns?
- Related question: given some of the challenges we have identified, how many are due to the *structure*, to the way we *fund* the structure or to the *policies* that govern how the structure functions?

6. Organizational Structure Challenges?

- May unintentionally impede cross-disciplinary research, particularly on the part of junior faculty
 - “we don’t do that kind of research here”
- May prevent cross-disciplinary courses from being developed
- May artificially limit enrollment in courses outside a department
- May have contributed to the growth of concentrations and/or courses
 - Or courses not being offered by the best person but the best in the department
- May contribute to faculty burnout/resentment on committee assignments
 - If every department has to have a member on every committee
- May contribute to faculty effort variability across the College
- May contribute to variability in interpretation of P&T standards across the College

6. What might we want to achieve with a change in structure?

- Assure the best educational experience for our students
 - Assign the “right” faculty to meet foundational needs in the professional degree programs and in the research degree programs
 - Offer concentrations in the areas that make the most sense around new criteria
- Promote interdisciplinary research excellence and success
 - Encourage junior faculty to follow their passions without fear of retribution from departmental APT committees
- Efficiencies
 - In committee assignments
 - In teaching assignments
 - In community engagement efforts
 - In department-funded research efforts

6. What “organization” are we talking about?

- Departmental “organization”
- Faculty governance “organization”
- Dean’s Office functional offices “organization”
- Are there ways to better align the faculty and college functions to strengthen the organization?
 - Fewer standing committees
 - Better aligned, where appropriate, to dean’s office functional units
 - Empowered to promote cross-disciplinary work and quality in everything we do

6. Organizational Structure

- It might not be the structure per se, but several of you spoke about re-aligning the reward structure
- Gets back to the assignment, evaluation and performance incentive discussions we had earlier
- Also spoke about quality improvement, particularly, but not exclusively, in teaching
- Could we have a system where teaching was assigned separately from research and service?

6. Whatever we do . . .

- We have an important opportunity to clarify roles, responsibilities and expectations of every unit in our “organization” and to design the mechanisms for shared accountability
- Relatedly, we have an opportunity to do a better job measuring everything that is important to us
 - Does research get more attention because it is easier to measure?
 - How can we better measure teaching quality? Service contributions? Community and professional engagement? Student mentoring?

Immediate Action Steps

1. Hire professional advisors for the MPH degree program
 1. As the pilot site for the USF Appian project, we are already actively streamlining processes and creating technological solutions to expedite work flows for students
 2. Professional advisors will take care of the mechanical aspects of advising and keep students on track
 3. Faculty will serve mentor roles*

* see short-term projects list

Immediate Action Steps

2. Implement new MPH admissions process

1. Service Blueprinting/Process map already developed in ASA
2. Petitioning the campus to manage this locally, eliminating extra steps
3. Top applicants admitted automatically, *mentored immediately*
4. Bottom applicants rejected quickly
5. A college admissions committee will consider the remainder
 1. Exceptions for specialty programs like IH, MCH; MHA already separate
6. Like step 3, once admitted, *mentored immediately*

Immediate Action Steps

3. Build portfolio of experiential learning opportunities within the MPH degree program

1. Dr. Kristen Moretto already on-board
2. Already modifying the transformed MPH core to move the “transition to practice” course to the Spring semester
3. Builds our community engagement portfolio
4. In anticipation of the change in CEPH criteria

Immediate Action Steps

4. Create new Dean's Awards for core mission areas
 1. Teaching
 2. Research
 3. Community Engagement
 4. Outstanding Customer Service

Immediate Action Steps

5. Eliminate or modify inefficient processes

1. Graduate Credentialing for faculty
2. Course scheduling
3. Graduate certificate approvals
4. Summer enrollment

6. Review all administrative processes (PO's, HR appointments, academic, etc)

Short-Term Projects

- Transform faculty assembly committee structure and revise the By-Laws accordingly
 - Fewer standing committees
 - Empowered committees
 - Membership earned
 - Performance evaluated

Short-Term Projects

- Rebuild our MPH program offerings
- Every program must meet the new standard:
 - Reflects a clear community need
 - Reflects faculty strength
 - Reflects student interest
 - And, must improve our competitive advantage
- Curricula must frame content, skills, attitudes (know, do, be)
- Re-examine every Graduate Certificate, in general, and in light of changes in concentrations

Short-Term Projects

- Thoroughly evaluate the Public Health Practice program
 - Includes the on-line and Executive Weekend programs
 - Analyze enrollment and student performance trends
 - Assess quality of instruction and of learning
- Related project (see earlier slide on MPH advisors)
 - Create a mechanism for engaging faculty as *mentors* to all of our MPH students

Short-Term Projects

- Thoroughly evaluate the BSPH program
 - Full analysis of who comes in, when, and where they go when they leave, against the performance metrics and CEPH criteria
 - Evaluate all course offerings against CEPH criteria and streamline the menu
 - Right-size the in-class versus on-line ratio
 - Optimize doctoral student teaching *for their professional development*, not for our convenience, and provide constructive feedback
 - Modify financial model for teaching in the BSPH
 - Rethink management issues, e.g. minors, faculty assignment, course development, etc

Short-Term Projects

- Transform the PhD
 1. Examine concentrations for viability, relevance, faculty strength
 2. Conduct a quality assessment
 1. Review each student, time to candidacy, time to degree, products, funding
 2. Evaluate number, reach, quality of 7000 level courses
 3. Justify why any PhD student is taking a course on-line . . .
 3. Create a College recruitment strategy that includes a funding commitment
 4. Create a unified process that emphasizes common elements of success
 5. Create a shared curriculum
 1. Research methods core, Public Health core
 2. Connections threaded throughout the program (every semester, something, including professional development)

Short-Term Projects

- Thoroughly evaluate ETA and technology-enhanced learning
 - Right-size the on-campus versus on-line presence
 - Rethink financing structure
 - Advance innovation across the curricula
 - Develop quality standards
 - Intensely evaluate our performance

Short-Term Projects

- Create and implement a more robust process for teaching evaluation in all courses (e.g., peer review, external review of syllabi, embedded student ratings, etc)
- Utilize evaluations to shape professional development programs and possibly teaching assignments

Short-Term Projects

- Implement a robust faculty development program
 - Teaching, research, general professional development, leadership
 - New semester calendar of events under development
 - Particular attention to teaching quality
 - Advance use of higher level assessments of learning

Final Short-Term Project

- Create an organizational structure that enables our continued success
 - Responsive to current and future trends
 - That promotes individual faculty success while ensuring student success
 - That is more efficient than our current structure
 - Positioned to generate a greater return on investment
 - With clear delineation of roles, responsibilities and performance expectations
- Realign budget and financial incentives and assignment of faculty time to promote greater efficiency and alignment with College goals

Next Steps

Action Steps go into effect as soon as possible

Ad hoc groups will be formed to work on Short-Term projects

- volunteers welcome!
- I'll send a list and you can indicate your preferences
- We'll identify leaders and in some cases, external consultants, to get these things done by the end of the 2015 calendar year

Other outstanding issues (e.g. MSPH, etc) will be addressed

A structured group process will be used to facilitate the final discussions on organizational structure so that we can move our proposal through the USF System approval process by April 2016