

Criterion 1 – The University of South Florida (USF) College of Public Health (COPH)

1.1 Mission.

The school shall have a clearly formulated and publicly stated mission with supporting goals and objectives. The school shall foster the development of professional public health values, concepts and ethical practice.

Vision Statement

(Adopted by the Faculty Assembly April 20, 2007)

Our College of Public Health community will use its unique strengths and collective efforts to achieve prominence in advancing public health.

1.1.a. A clear and concise mission statement for the school as a whole.

Mission Statement

(Adopted by the Faculty Assembly April 20, 2007)

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

The COPH's five-year strategic plan (Appendix 1.1.a.) was developed coincident with USF's 2007-2012 plan <http://www.ods.usf.edu/plans/strategic/> from the ground-up, with an unprecedented level of faculty participation and internal and external community review. It sets an ambitious course in research, in scholarship, in education and in outreach. The strategic plan establishes five strategic goals and 20 strategic objectives, using 41 measurable indicators to monitor progress. It captures the college's aspirations in the areas of discovery, learning, community engagement, our own internal environment and our responsibilities to diverse communities and issues of health equity. Indicators are monitored regularly and progress toward objectives is reviewed annually with faculty, staff and students as well as with external groups, including the COPH External Advisory Board and the USF Board of Trustees. The plan is posted on the COPH web site http://health.usf.edu/publichealth/strategic_planning.html for ease of access by interested persons or groups.

1.1.b. One or more goal statements for each major function by which the school intends to attain its mission, including instruction, research and service.

The five goals embedded in the strategic plan are as follows:

1. Discovery – The USF College of Public Health will create and disseminate knowledge to improve the public's health.
2. Learning – The USF College of Public Health will advance a learning community that nurtures discovery, leadership and practice.
3. Service – The USF College of Public Health will engage in service and partnerships with the University, the profession and the world community.

4. Environment – The USF College of Public Health will enhance its overall capacity by providing an environment that facilitates faculty, staff and student success.
5. Diversity – The USF College of Public Health will engage diverse faculty, staff and students to work toward health equity and justice for all populations in the world community.

1.1.c. A set of measurable objectives relating to each major function through which the school intends to achieve its goals of instruction, research and service.

Objectives were developed for each of these five goals. Data for some baseline indicators were available to us (e.g., research productivity) and readily extracted from annual faculty performance/productivity reports, e.g., publications in peer-reviewed journals, presentations at national or international conferences, grant applications, grant expenditures, etc., or (in the case of teaching) other readily available data sources (graduate 1, graduate II, and undergraduate credit hour reports). The Strategic Planning Committee for the USF COPH, comprised of selected faculty, administrators, and staff members, used these indicators of current performance and projected a desired point of growth or improvement for the next five years (the life of the current strategic plan), based on the assumption that current levels of output were not approaching maximum productivity. Subsequent levels of performance ascertained in the same manner could then be used to adjust expectations in future strategic planning initiatives accordingly (upward or downward). In the case where baselines did not exist relative to certain objectives, indicators were devised by the Strategic Planning Committee through a consensus process and methods for tracking and collecting these indicators were created if they did not exist. Levels of expected performance were set, also using a consensus process, and were derived from what Committee members deemed to be “reasonable productivity” for individuals, and collectively, across the faculty. In some instances, the baseline measures that ultimately were collected closely matched “reasonable productivity” and therefore, identified objectives involved maintaining baseline levels or only modest growth.

Objectives associated with the COPH’s five goals are articulated as follows:

USF College of Public Health 2007-2012 Strategic Plan

USF COPH Goals and Objectives

Goal 1 - DISCOVERY

The USF COPH will create and disseminate knowledge to improve the public’s health.

Objective 1.1

By July 1, 2012, the USF COPH will increase its expenditures of extramural funds by 50% over baseline.

Objective 1.2

By July 1, 2012, the USF COPH faculty will increase its annual dissemination product output in peer-reviewed journals and other specified venues by 35% over baseline.

Objective 1.3

By July 1, 2012, the USF COPH will increase its inter-university collaborations for research by 20% over baseline.

Goal 2 - *LEARNING*

The USF COPH will advance a learning community that nurtures discovery, leadership and practice.

Objective 2.1

By July 1, 2012, the USF COPH will increase its creation of research products with students by 30% over baseline.

Objective 2.2

By July 1, 2012, the USF COPH will increase its sponsorship of continuing education and workforce development programs by 15% over baseline.

Objective 2.3

By July 1, 2012, the USF COPH will increase by 20% its leadership opportunities for students.

Objective 2.4

By July 1, 2012, the USF COPH will increase its interdisciplinary collaborations for teaching by 20% over baseline.

Goal 3 - *SERVICE*

The USF COPH will engage in service and partnerships with the University, the profession, and the world community.

Objective 3.1

By July 1, 2012, at least 50% of USF COPH faculty will serve on USF Health-wide, or University-wide committees or task forces on an annual basis.

Objective 3.2

By July 1, 2012, 35% of USF COPH faculty will be engaged on an annual basis in leadership service to a professional organization with a public health mission, locally, nationally or globally.

Objective 3.3

By July 1, 2012, at least 45% of USF COPH faculty will be engaged on an annual basis in community service locally, nationally, or globally.

Goal 4 - *ENVIRONMENT*

The USF COPH will enhance its overall capacity by providing an environment that facilitates faculty, staff and student success.

Objective 4.1

By July 1, 2012, the USF COPH will track and report five initiatives that support creative, celebratory, and professional development of faculty, staff and students.

Objective 4.2

By July 1, 2012, the USF COPH will increase its total endowment level from private sources by \$4.5 million over baseline.

Objective 4.3

By July 1, 2012, the USF COPH will increase its number of gross student credit hours generated annually by 10.5% over baseline.

Objective 4.4

By July 1, 2012, the USF COPH will track and support two initiatives that increase connections with alumni.

Goal 5 - DIVERSITY

The USF COPH will engage diverse faculty, staff, and students to work toward health equity and justice for all populations in the world community.

Objective 5.1

By July 1, 2012, the census of USF COPH ranked faculty who are members of underrepresented racial or ethnic minority groups will be at least proportionally representative of the USF service area.

Objective 5.2

By July 1, 2012, the census of USF COPH staff who are members of underrepresented racial or ethnic minority groups will be at least proportionally representative of the USF service area.

Objective 5.3

By July 1, 2012, the census of USF COPH students who are members of underrepresented racial or ethnic minority groups will be at least proportionally representative of the USF service area.

Objective 5.4

By July 1, 2012, at least 45% of new USF COPH degree-seeking students will be non-residents of Florida.

Objective 5.5

By July 1, 2012, at least 80% of USF COPH academic departments and centers will identify one or more research, teaching and/or training initiatives that address a health disparity or injustice in a population defined by race/ethnicity, gender, age, or community.

These goals and objectives articulate the strategic aspirations of the COPH. Throughout this self-study document are additional outcome measures that represent objectives monitored within individual units or other data routinely reported to entities such as the USF Board of Trustees and the State University System Board of Governors.

1.1.d. A description of the manner in which mission, goals and objectives are developed, monitored and periodically revised and the manner in which they are made available to the public.

The COPH *vision* and *mission statements*, updated since the time of the last CEPH accreditation, were developed by the USF COPH Faculty Assembly during two day-long retreats in August 2006 and December 2006. Consensus development followed small group meetings, a reporting-out procedure, and a nominal group process. The COPH Strategic Planning Task

Force developed the final wording for these statements. The Dean of the COPH presented the statements during a meeting of the COPH Faculty Assembly and they were unanimously approved by parliamentary procedure.

Overarching goals (*Discovery, Learning, Service, Environment, and Diversity*) were similarly developed during the August 2006 and December 2006 faculty retreats. Following the second retreat, five faculty work groups engaged in thematic discussions around the five respective overarching goals leading to the articulation of goal statements and the creation of accompanying objectives. Reduction and refinement of these goals and objectives were tasks assigned to a COPH Strategic Planning Task Force appointed by the Dean in January 2007. A senior faculty member and a seasoned staff member were appointed to provide leadership and support for this process. The Task Force was charged with affirming the COPH's vision and mission statements and updating specific goals, adding measurable objectives, and developing specific indicators for each objective. The Task Force proposed a template to display goals and objectives, created a series of quantifiable objectives for each goal, established pertinent indicators to monitor progress toward the stated objectives, and initiated a process for identifying existing data sources (to obtain baseline measures) and, where applicable, recommended the creation of new data sources. Overall, the Task Force recommended a responsive set of data-gathering systems which were not burdensome to faculty or staff.

In October and November 2007, four presentations and town hall meetings were hosted for students, staff, and faculty. Suggestions emanating from these meetings, along with written recommendations submitted by individuals unable to attend the formal sessions, provided feedback that once again was incorporated by the Task Force. Five strategic goals, 19 strategic objectives, and 54 indicators were reduced to a more manageable scope. Further refinement occurred based on availability of baseline data and the feasibility of developing new systems to capture pertinent data. The final product contained herein addresses five strategic goals and 20 strategic objectives, using 41 measurable indicators. The resulting document challenges faculty, staff, and students to reach new heights that advance the COPH towards being part of an elite group of peer institutions. The plan is the most comprehensive, thorough, and methodically created in the history of this COPH.

To ensure relevance to other COPH constituencies, the draft plan was presented to the Dean's External Advisory Committee in 2008 as well as to the West Central Florida County Health Directors and made available on the COPH website <http://health.usf.edu/publichealth/homepage.html> where its final version is currently available.

Monitoring of the goals, objectives, and strategic indicators is performed in the COPH by the Office of Academic & Student Affairs, the Office of Research, the Office of Faculty & Staff Affairs, the Office of International Programs, and the Office of Finance & Administration under the direction of the respective Associate Deans, as well by other COPH entities including relevant Centers and Institutes. These indicators are compiled at least annually by staff. The Dean of the COPH makes annual reports of progress concerning these strategic indicators to a combined meeting of COPH faculty and staff members as well as to the COPH External Advisory Board and the USF Board of Trustees. These periodic reviews provide the COPH leadership team with data useful in decision making around resource allocations, incentive programs, and strategic investments. For example, based on the review of these data we have modified our data collection systems, we have increased the funding for students to enable them to present their research at scientific and professional meetings and we have agreed to

develop and recruit a new marketing and communications person for the COPH to enable us to achieve several of our objectives.

1.1.e. A statement of values that guide the school, with a description of how the values are determined and operationalized.

During the extended strategic planning process described above, it became evident that the existing set of stated values did not adequately nor correctly describe the current climate of the COPH. Two particular changes were needed - the first in the values statements themselves, and the second in the preamble to the COPH Faculty Governance Manual. The second of these is discussed in criterion 1.5. To address the first issue, two faculty members who were developing a course that included a comprehensive approach to community development and strategic planning offered to propose this task to the students as a project. The students embraced this idea and designed an exemplary process to arrive at a set of values that reflected COPH stakeholder beliefs, practices and aspirations. The following value statements are the product of that spring 2009 class project involving student-conducted in-depth face-to-face interviews with faculty, and staff as well as discussions with diverse student groups. The students collected relevant data, extracted relevant themes, and then used an iterative process to create value constructs and applicable descriptions. Following a consensus development process, the value statements were presented to COPH faculty and staff for review, leading to one additional iteration and eventual adoption.

Values Statement
(Adopted April 5, 2010)

As an overarching statement of commitment, the faculty, staff, and students at the USF COPH affirm the Universal Declaration of Human Rights that “humans have a right to the resources necessary for health” and that “everyone has the right to a standard of living adequate for health and well-being.”

In the spirit of justice and equality, the COPH values reflect its commitment to public health and to the preparation of public health professionals as advocates for the interests of local, national and global communities. These values should serve as a guide to decisions and behaviors, and should form a moral compass that guides and sets the standard for excellence and effectiveness in everything the college and its members undertake.

The COPH core values are:

- community engagement,
- global perspective,
- diversity,
- leadership, and
- the professional environment.

Community Engagement: The COPH strives to make a difference through its dedication to service. Improving the public’s health is its passion and mission. The COPH embraces the collaborative efforts of faculty, students, staff and its constituent communities to enhance relationships and to improve health for all. Service to its communities defines the role of the public health professional by building trust and respect.

Global Perspective: Public health professionals have a duty to seek knowledge and service from a global perspective, yet COPH efforts to protect and promote health must be locally-focused. Communities and their environments are interdependent; adversity in one area affects many others. The social determinants of health must be equalized for all to have access to the resources necessary for health.

Diversity: The diverse nature of the COPH as well as the people it serves contributes to a rich tapestry of knowledge, skills, and practices in both global and local communities. By creating a respectful working environment, the COPH produces public health professionals with the necessary background and values for positive health outcomes.

Leadership: Leadership at the COPH prepares public health professionals to empower communities to create healthy living conditions and health for themselves and their families. The COPH supports and encourages leadership-by-example, thus, fostering integrity and responsibility among all people involved in public health.

The Professional Environment: The COPH is heralded for its commitment to academic excellence through its focus on innovative research and effective teaching and learning. Faculty, students and staff go above and beyond expectations to achieve distinction and merit. Professionalism permeates the COPH environment and culture.

The values are posted on our web site <http://health.usf.edu/publichealth/overviewcoph.html> and operationalized in various ways with some illustrative examples noted below:

- COPH faculty, staff, and students affirm the Universal Declaration of Human Rights at convocation events held each semester each year.
- COPH students engage in myriad community service activities including fundraisers for various local, national and international causes, organizing contributions for various relief efforts or local needs and sponsoring speakers on topics of interest to them and the broader community.
- COPH faculty members are represented in many arenas at the community level through research and service, occasionally in response to catastrophic events (e.g., hurricanes and other natural disasters in the hemisphere as well as human-imposed disasters such as the Gulf of Mexico oil spill); participation in several overseas education and training initiatives as well as promotion of its International Peace Corps program, the conduct of leadership training through the COPH Center for Leadership in Public Health Practice and other identified centers of excellence, the creation of an environment that rewards faculty, staff, and students for achievement and provides opportunities beyond the ordinary for them to seek new skills and self-fulfillment, the celebration of diversity in the COPH and throughout USF via recognition of Black History, Hispanic Heritage, and numerous other culturally-rich initiatives.

1.1.f. Assessment of the extent to which this criterion is met.

The criterion is met. The COPH has a clearly formulated and publicly stated mission with supporting goals and objectives and fosters an environment consistent with its values and prevailing ethical standards.

Strengths: The COPH engaged in an intensive, transparent strategic planning process that produced a clear set of goals with measurable objectives and attendant indicators. The

mission, vision, goals and objectives are supported by a clear set of values. All were developed through an inclusive process and periodic reviews continually engage all constituents in achievement of the plan and inform decision-making consistent with annual planning efforts.

Weaknesses: None identified.

Plans: The COPH intends to initiate development of a 2012-2017 Strategic Plan during the 2011-2012 academic year.

1.2 Evaluation and Planning.

The school shall have an explicit process for evaluating and monitoring its overall efforts against its mission, goals and objectives; for assessing the school's effectiveness in serving its various constituencies; and for planning to achieve its mission in the future.

1.2.a. Description of the evaluation procedures and planning processes used by the school, including an explanation of how constituent groups are involved in these processes.

The USF COPH's process for evaluating, planning and monitoring overall effectiveness in meeting its mission, goals and objectives is a continuous loop. Evaluation, planning for the future, implementation, and reassessment occur in a systematic and integrated fashion. The focus of these efforts is the strategic plan but also includes frequent monitoring of enrollment and graduation trends, student achievements, faculty accomplishments, and budget, revenue and other administrative matters. Faculty, staff and students are integral to the process. Recurring data collection mechanisms include:

Annual Faculty Activity Reports (AFAR): All ranked and non-ranked faculty complete the AFAR annually. These reports serve individually as a mechanism for annual evaluations of faculty by department chairs and center and program directors and discussions of plans for the coming year; they also are evaluative and planning tools for the COPH leadership team. Of particular note is that data from the AFARs supply measurable data for 12 progress indicators of the COPH Strategic Plan. The AFAR was converted to an electronic system in 2009, allowing for more consistent reporting and rapid analysis of data.

Alumni Survey: Alumni are surveyed two years after graduation. The Associate Dean for Academic & Student Affairs disseminates the survey results COPH-wide and they are reviewed and discussed by the COPH leadership team so that areas for improvement can be addressed.

Employer Survey: Graduates' employers are surveyed every two years. The Associate Dean for Academic & Student Affairs disseminates these results COPH-wide and they are reviewed and discussed by the college leadership team so that any areas in need of improvement can be addressed.

Student Course Evaluations: Students complete evaluations at the end of each course. The course instructor, department chairperson, associate dean and dean receive these reports and intervene when necessary to assure continuous improvements in teaching quality.

Field Experience Site Supervisor's Evaluation of Students:

At the end of the field experience the site supervisor completes an evaluation for each student. The student, the student's advisor, and the COPH Field Experience Manager or International Field Experience Coordinator receive and review this feedback.

Student Evaluation of Field Experience: Similarly, to assure the appropriateness of field experience sites, each student completes an evaluation of the field experience site, supervisor,

and the experience itself. This feedback is provided to the COPH Field Experience Manager or International Field Experience Coordinator, student advisors, and department chairpersons.

Student Data Systems: The Office of Academic & Student Affairs has created a data system that draws from information reported through the Schools of Public Health Application Service (SOPHAS) and USF's application requirements to capture and manage student data from application through the admission decision for every applicant. This system was designed with extensive input from department admissions groups. Informational needs pertinent to programs, courses, applicants, the status of students, and academic processes within the COPH drove this process. Computing resources to support the student data system are provided by USF Health Information Services and SOPHAS. Data needs are reviewed by Academic & Student Affairs, the Office of the Dean, each department, and adapted through consultation with USF Health Information Systems. Feedback on all student systems and reports are returned to Academic & Student Affairs to ensure accurate and timely information. In addition, that office works with individual faculty to provide student data as needed.

Financial Management: USF has two enterprise management systems (PeopleSoft and Banner) that contain the financial data used to support the COPH. Banner is used to track funds expended through the USF Foundation and the USF Research Foundation. The Financial Accounting System (FAST) is run through PeopleSoft and contains information on revenue and expenditure for USF state funds, grants and contracts, overhead resources, and auxiliary funds. Through FAST and Banner, the COPH develops, inputs, and tracks annual budget and expenditures; reviews revenues, billings, cash receivables and indirect cost recovery; tracks inventory and related assets; and purchases good and services. The financial data collected through FAST and Banner are distributed monthly through account reconciliations reports to all accountable officers in the COPH, who are able to use the data to guide decision making and expenditure plans. COPH accounting and grants management staff meet regularly with faculty principal investigators and accountable officers to discuss the financial status of their projects, units, departments, and centers, and use feedback to update projected expenditures and provide accurate financial data for management purposes. The Associate Dean for Finance & Administration provides regular budget and expenditure updates to the COPH leadership team for strategic planning and decision making. The Dean provides regular updates to the COPH faculty assembly on the financial status of the COPH through their scheduled meetings.

Enrollment Data: USF makes enrollment data and student degree information available through Infomart. Data tracked through this system include student headcounts; student course load; student credit hours generated; course listings; off-campus credit hours; and degrees awarded, among other data reports. The system allows the USF community to track these and other data points at various times. The COPH uses these data to review and track enrollment in courses and through departments each semester and annually. Reports on course enrollment by course, by department, and by term, are generated for each academic unit, and sent to the department chair or director for review. At the COPH level these data are used to plan future enrollment estimates, anticipated tuition collections, and resource allocations during the annual COPH budget process; at the departmental level, chairs use these data to determine future course offerings and annual faculty assignments, and to track departmental teaching productivity.

Exit Survey: As part of the paperwork required for graduation, all students complete the Exit Survey. Data elements cover the scope of the graduate school experience and include an opportunity for narratives. The Associate Dean for Academic & Student Affairs, and the individual departments use these aggregate data to determine what is done well and what

needs improvement. The Associate Dean monitors areas for improvement, brings issues to the COPH leadership team, or works with individual departments on specific problems.

Advisory Boards: The primary advisory group is the COPH External Advisory Board which meets at least twice per year (see membership and minutes in the Resource File). A secondary group is the USF Board of Trustees which has several workgroups to whom the COPH reports and from whom it seeks input. These workgroups include ones for academics and campus environment, finance and audit, and health sciences and research. All new degree proposals are discussed with the academics and campus environment workgroup; innovative educational models involving different financing strategies are discussed with the finance and audit group; and the COPH just recently presented a strategic plan progress report to the health sciences and research workgroup that offered both praise and several positive suggestions. In addition, members of the Board of Directors of the American College of Healthcare Executives Western Florida Chapter (ACHE WFC) serve as the Advisory Board for the Master of Health Administration degree program. These executives and administrators provide input into advancing the MHA program as well as offering mentoring and field experiences sites to students.

Other constituent groups: The Florida Department of Health, especially individual county-level health departments in the West Central area of Florida, form a major stakeholder group. The COPH is a regular participant in bi-monthly meetings of the West Central Florida County Health Directors. In addition, the COPH is an active member of the Florida Public Health Association (FPHA) and its academic caucus and various members of the faculty and college leadership work closely with the Florida Department of Health on a variety of initiatives, from emergency preparedness and surveillance to improvements in quality maternity care and birth defects registries. The COPH collaborates with FPHA in editing and promoting the *Florida Public Health Review*, an online peer reviewed journal for the public health community of Florida that is available without charge.

Comprehensive Examination: Results of the student performance on the comprehensive exam are shared in aggregate with departments as a quality measure of the effectiveness of teaching in imparting critical core knowledge. Similarly, the results of the national certification exam, also reported by core discipline, are shared with departments and the COPH as a whole.

1.2.b. Description of how the results of evaluation and planning are regularly used to enhance the quality of programs and activities.

As indicated above, these data are routinely discussed by the COPH leadership team at its monthly meetings; in addition the COPH's Dean and Associate Deans meet weekly and review data as they are accumulated. Data are shared with the full faculty assembly, typically when there is a need for action, changes in structure or processes within the COPH, or when opportunities for new initiatives arise. As one example, the Employer Survey indicated dissatisfaction with the writing skills of COPH graduates. After much discussion with COPH leadership, faculty, and students, two responses were developed. The first was a change in the required MPH Capstone Course. This course now includes several writing assignments that reflect the types of writing students will be expected to produce in the workplace. These are deliberately reviewed not only for content but for writing style, grammar, spelling, word choice and so on, and returned to the students for rewriting until they are acceptable. The second involved raising the awareness of faculty that this was an issue and discussing with them the options available to them, e.g. to be more proactive in correcting writing style as well as content

and in referring students for assistance on campus. The COPH also held a writing workshop that was enthusiastically received by students, an activity scheduled to be repeated.

A second aspect of the feedback loop for evaluation and planning are the Standing Committees of the Faculty Assembly. Matters arising from the data collection mechanisms that need additional assessment and/or change are brought before the appropriate Standing Committee. Standing Committee members are responsible for consulting with their department faculty on committee activities and actions. As one example, when staff were converting the Annual Faculty Activity Report (AFAR) to an online format to ensure consistent and complete data needed for monitoring strategic plan indicators and for other monitoring and evaluation efforts, it became evident that faculty tenure and promotion guidelines needed clarifying. The Faculty Affairs Committee took on the task of reviewing and recommending to the full faculty change in language regarding pathways to promotion, graduate credentialing, and instructor career paths.

Finally, an important part of evaluation and planning is the ongoing assessment of data sources and systems themselves. Because the COPH has put years of effort toward enhancing its data collection capability, ongoing monitoring of the data is critical to assessing the actual quality and utility of the data. The AFAR went through several iterations before faculty and leadership were comfortable with the validity of the data being reported. The student services data system was assembled because data provided by USF Campus were inconsistent with in-house records. Survey instruments are routinely updated to maintain relevance and reporting accuracy.

1.2.c. Identification of outcome measures that the school uses to monitor its effectiveness in meeting its mission, goals and objectives. Target levels should be defined and data regarding the school's performance must be provided for each of the last three years.

The COPH's systematic data collection mechanisms drive COPH planning. Formal measurement is done through the COPH Strategic Plan. Indicators for each objective within each of the five goals are reported annually and the results are reviewed by various committees, the leadership team, the COPH External Advisory Board, the USF Board of Trustees, and presented at a COPH-wide Town Meeting every fall to which all faculty, staff and students are invited. The Strategic Plan includes five year goals, objectives and indicators. Indicators are reported annually as follows:

Table 1.2.c. Measurable Outcomes/Indicators from the College 2007-2012 Strategic Plan

Objective	Indicator	2012 Goal	2006-07 Baseline	2007-08	2008-09	2009-10
Objective 1.1	By July 1, 2012 the COPH will increase its expenditures of extramural funds by 50% over baseline.	\$22,887,778	\$15,528,519	\$17,256,978	\$19,804,250	\$19,731,957
Indicator 1.11	The COPH will increase its total expenditures of federal extramural funds b 40% over baseline.	\$18,924,606	\$13,517,576	\$15,283,923	\$17,424,379	\$16,491,208
Indicator 1.12	The COPH will increase its expenditures for other grants and contracts from all sources other than federal funding by 10% over baseline.	\$1,915,036	\$1,740,942	\$1,973,054	\$2,379,880	\$3,240,748
Indicator 1.13	The COPH will increase its total reimbursed indirect costs by 50% over baseline.	\$2,867,004	\$1,994,640	\$2,579,942	\$3,093,672	\$3,309,457
Objective 1.2	By July 1, 2012, the COPH faculty will increase its annual dissemination product output in peer-reviewed journals and other specified venues by 35% over baseline.	468	347	450	513	548
Indicator 1.211	The COPH faculty will increase its total number of manuscripts published in professional journals (peer-reviewed and invited publications), books (authored or edited works), and book chapters by 50% over baseline.	204	136	212	286	272
Indicator 1.212	The COPH faculty will increase its average number of manuscripts per person published in professional journals (peer-reviewed and invited publications), books (authored or edited works), and book chapters by 50% over baseline.	2.10	1.37	2.0	2.9	3.0
Indicator 1.22	The COPH faculty will increase its average number of peer-reviewed and invited presentations at national or international professional meetings and conferences by 25% over baseline.	2.61	2.09	2.22	2.26	3.03
Indicator 1.23	The COPH faculty will increase its total number of patent applications and awards by 25% over baseline.	6	4	3	5	1
Objective 1.3	By July 1, 2012, the COPH will increase its engagement in promoting adoption of evidenced-based practices and policies by 20% over baseline.	1	Begin tracking in 2008-09	0	0	0
Indicator 1.31	COPH faculty will demonstrate a 20% increase in practice activities including, but not limited to: production of policy briefs and white papers, providing testimony to federal, state, or community panels on actions for improvement of the public's health, and dissemination of "tool kits" and other products for implementation-adoption at the community level.	1	0	0	0	0
Objective 1.4	By July 1, 2012, the COPH will increase its inter-university collaborations for research by 20% over baseline.	47	39	41	43	45
Indicator 1.41	The COPH will increase its number of scholarly inter-university collaborations across disciplines, within the US and globally, for research by 20% over baseline.	47	39	55	58	43
2.1	By July 1, 2012, the COPH will increase its creation of research products with students by 30% over baseline.	166	128	181	143	168

Objective	Indicator	2012 Goal	2006-07 Baseline	2007-08	2008-09	2009-10
Indicator 2.11	The COPH will increase the number of peer-reviewed publications with students as an author or as a co-author by 40% over baseline.	69	49	83	83	80
Indicator 2.12	The COPH will increase the number of presentations at national or international professional conferences with students as an author or co-author by 25% over baseline.	99	79	98	60	88
Objective 2.2	The Workforce Development objective and indicators are in re-work status.	In rework status	Data	will be	available	at site visit
Objective 2.3	The COPH will place 20% of its field experience students in leadership settings.	20%	12.7%	11.4%	17.0%	11.1%
Indicator 2.31	The COPH will have 20% of its student field experiences in leadership settings such as public health-related professional organizations, legislative settings, or similar leadership venues that advocate for public health or influence policy creation and adoption.	20%	12.7%	11.4%	17.0%	11.1%
Objective 2.4	By July 1, 2012, the COPH will increase its interdisciplinary collaborations for teaching by 20% over baseline.	22	Begin tracking 2007-2008	18	25	34
Indicator 2.41	The COPH will increase its number of inter-college/inter-department collaborations across disciplines for teaching (e.g., co-instructors, co-sponsorship of courses, dual-degree programs, etc.) by 20% over baseline.	22	Begin tracking 2007-08	18	25	34
Objective 3.1	By July 1, 2012, at least 50% of COPH faculty will serve on USF Health-wide, or University-wide committees or task forces on an annual basis.	50%	41.4%	36.8%	37.7%	36.3%
Indicator 3.11	At least 25% of COPH faculty will serve on a USF Health committee or task force.	25%	19.2%	17.0%	14.3%	15.4%
Indicator 3.12	At least 25% of COPH faculty will serve on a University-wide committee or task force.	25%	35.4%	32.1%	33.7%	28.6%
Objective 3.2	By July 1, 2012, 35% of COPH faculty will be engaged on an annual basis in leadership service to a professional organization with a public health mission – locally, nationally, or globally.	35%	30.3%	33.7%	34.7%	30.7%
Indicator 3.21	At least 40% of COPH faculty will be a reviewer (or member of a review board) for one or more professional peer-reviewed journals.	40%	39.4%	52.8%	53.1%	48.3%
Indicator 3.22	At least 15% of COPH faculty will serve as editor-in-chief, subordinate or specialty editor, or member of an editorial board for a professional, peer-reviewed journal.	15%	14.1%	18.9%	16.3%	14.3%
Indicator 3.23	At least 35% of COPH faculty will hold a leadership position (e.g., officer, committee chair, etc.) as part of a professional organization with a public health mission.	35%	32.3%	28.3%	25.1%	26.4%

Objective	Indicator	2012 Goal	2006-07 Baseline	2007-08	2008-09	2009-10
Indicator 3.24	At least 35% of Copenhague faculty will carry out one or more of the following activities: (a) participant of a review panel or study section for a government agency that presents grant awards; (b) member of: a review panel that recommends fellowships or scholarships to students awarded by professional organizations; a scientific advisory board for a professional or governmental organization; an abstract review panel for a professional conference; a committee or board whose actions influence discovery, policy, or practice; or any activity that fulfills a similar conceptual role.	35%	35.4%	34.9%	34.7%	34.0%
Objective 3.3	By July 1, 2012, at least 45% of Copenhague faculty will be engaged on an annual basis in community service locally, nationally, or globally.	45%	42.4%	52.8%	51.0%	48.3%
Objective 4.1	By July 1, 2012, the Copenhague will track and report five initiatives that support creative, celebratory, and professional development of faculty, staff and students.	5	5	5	5	5
Indicator 4.11	The Copenhague will provide up to \$20,000 per year for the professional development of students.	\$20,000	\$10,373	\$13,763	\$25,358	\$26,751
Indicator 4.12	The Copenhague will have 10 students who receive awards given by professional organizations at least national in scope.	10	9	5	0	0
Indicator 4.13	The Copenhague will provide up to \$20,000 per year for the professional development of staff.	\$20,000	\$16,959	\$2,778	\$50,886	\$61,587
Indicator 4.14	The Copenhague will provide up to \$25,000 per year for the professional development of faculty.	\$25,000	Begin tracking 2007-08	\$26,144	\$37,655	\$59,853
Indicator 4.15	The Copenhague will maintain at five the number of initiatives that celebrate community and foster pride among faculty, staff, and students.	5	8	8	8	8
Objective 4.2	By July 1, 2012, the Copenhague will increase its total endowment level from private sources by \$4.5 million over baseline.	\$8,482,759	\$3,982,759	\$4,115,634	\$3,966,715	\$3,561,069
Indicator 4.21	The Copenhague will increase its foundation account fund raising to \$500,000 over five years.	\$500,000	\$153,548	\$120,943	\$220,982	\$322,275
Indicator 4.22	The Copenhague will obtain funding toward one endowed chair position (\$2.0 million).	2.0 million	0	0	0	0
Indicator 4.23	The Copenhague will increase its endowment-funding total, excluding an endowed chair, by at least \$2.0 million.	\$5,829,211	\$3,829,211	\$3,994,691	\$3,745,733	\$3,238,794
Objective 4.3	By July 1, 2012, the Copenhague will increase its number of gross student credit hours generated annually by 10.5% over baseline.	33,834	30,619	31,654	32,464	34,634
Indicator 4.31	The Copenhague will increase its Grad-I gross student credit hours by 10% over baseline.	10,302	9,365	8,937	11,588	13,236

Objective	Indicator	2012 Goal	2006-07 Baseline	2007-08	2008-09	2009-10
Indicator 4.32	The COPH will increase its Grad-II gross student credit hours by 20% over baseline.	1,990	1,658	1,678	1,736	1,790
Indicator 4.33	The COPH will increase its gross total number of undergraduate student credit hours by 10%.	21,512	19,596	21,039	19,134	19,608
Objective 4.4	By July 1, 2012, the COPH will track and support two initiatives that increase connections with alumni.	2	2	2	2	2
Indicator 4.41	The COPH will have a participation rate of 20% of its alumni in annual giving to the COPH.	20%	Begin tracking 2007-08	2.76%	4.19%	3.85%
Indicator 4.42	The COPH will have established student recruitment mechanisms using local alumni in five strategic sites outside of Florida.	5	Begin tracking 2008-09	0	0	0
Objective 5.1	By July 1, 2012, the census of the COPH ranked faculty who are members of underrepresented racial or ethnic minority groups will be at least proportionally representative of the USF service area*.	25%	11.8%	12.8%	14.8%	18.8%
Objective 5.2	By July 1, 2012, the census of the COPH staff who are members of underrepresented racial or ethnic minority groups will be at least proportionally representative of the USF service area*.	25%	24.6%	31.2%	19.5%	21.0%
Objective 5.3	By July 1, 2012, the census of COPH students who are members of underrepresented racial or ethnic minority groups will be at least proportionally representative of the USF service area*.	25%	23.0%	23.4%	26.3%	25.5%
Objective 5.4	By July 1, 2012, at least 45% of new COPH degree-seeking students will be non-residents of Florida.	45%	31.5%	22.8%	30.9%	35.5%
Indicator 5.41	Among new COPH degree-seeking students, at least 15% will be from countries other than the United States.	15%	12%	9.0%	9.6%	9.3%
Indicator 5.42	Among new COPH degree-seeking students, at least 35% will be from states other than Florida.	35%	19.5%	14.0%	21.3%	26.2%
Objective 5.5	By July 1, 2012, at least 80% of COPH academic departments and centers will identify one or more research, teaching and/or training initiatives that address a health disparity or injustice in a population defined by race/ethnicity, gender, age, or community.	80%	63.6%	81.8%	81.8%	72.7%
5.51	At least 80% of COPH research centers and training centers will identify one or more research, teaching and/or training initiatives that address a health disparity or injustice in a population defined by race/ethnicity, gender, age, or community.	80%	50%	66.6%	66.6%	50%
5.52	At least 80% of COPH academic departments will identify one or more research, teaching, and/or training initiatives involving its faculty members or students that address a health disparity or injustice in a population defined by race/ethnicity, gender, age, or community.	80%	80%	100%	100%	100%

*The USF Service Area includes Desoto, Hardee, Hernando, Highlands, Hillsborough, Manatee, Pasco, Pinellas, Polk and Sarasota Counties. These are the same counties that comprise the West Central Florida Health District.

Again, these indicators are those specific to the COPH Strategic Plan. Note that other outcome measures more typically utilized in ongoing monitoring of academic, research and fiscal administrative matters are provided in sections 1.6.m, 2.7.b., 2.7.c., 2.7.e., 2.7.f., 2.12.b., 4.1.d., 4.4.f., 4.6.c.

1.2.d. An analytical self-study document that provides a qualitative and quantitative assessment of how the school achieves its mission, goals and objectives and meets all accreditation criteria, including a candid assessment of strengths and weaknesses in terms of the school's performance against the accreditation criteria.

This Self-Study document, developed over nearly a full calendar year, involved a variety of constituents and provides a qualitative and quantitative assessment of how the USF College of Public Health achieves its mission, goals and objectives and meets CEPH accreditation criteria.

1.2.e. An analysis of the school's responses to recommendations in the last accreditation report (if any).

In the last accreditation report (2003) the COPH received one "partially met" for inadequate attention to a deficiency, cited in the prior self-study, five years before, concerning faculty diversity. In response to this citation, a diversity committee was created, and based on its work, the faculty voted unanimously to dedicate one of the five goals in the Strategic Plan to diversity. This goal includes five measurable objectives and seven indicators which are monitored at least annually.

The COPH leadership team and faculty are acutely aware of the importance of diversity with all its implications and the richness it brings to the COPH environment, especially in a border state like Florida that has rapidly growing international programs. In that regard, there is pride in the progress to date and the COPH continues to strive to achieve or exceed diversity goals. These plans and progress toward them are described in further detail in criteria 4.3.

1.2.f. A description of the manner in which the self-study document was developed, including effective opportunities for input by important school constituents, including institutional officers, administrative staff, teaching faculty, students, alumni and representatives of the public health community.

The accreditation self-study process began informally with the development of the COPH Strategic Plan in 2006 and the creation of more sophisticated and reliable data systems to provide information critical to monitoring, assessment and quality improvement efforts. The Dean formally initiated the self-study process at a meeting of the Faculty Assembly in January 2010, by proposing a structure to drive the process. Wherever possible, existing Standing Committees were utilized to review relevant criteria and the COPH's level of performance. In other specific cases, ad hoc workgroups or steering committees needed to be convened to carry out the necessary work. The following descriptions demonstrate how the self-study was carried out and the persons and groups involved:

The **Accreditation Steering Committee** is comprised of seven faculty members, seven members of the community, six of whom are alumni and one of whom is the Director of the Hillsborough County Health Department who also convenes the West Central Florida County

Health Directors group, three students and all five associate deans. This group provided overarching guidance to the process, reviewed draft sections of the document and assembled the final document for approval by the faculty assembly.

Accreditation Steering Committee Members	Rank/Title	Department/Organization
Dr. Robert McDermott (Chair)	Professor	CFH
Dr. James Chastain	Alumni	Chastain-Skillman, Inc
Dr. Martha Coulter	Professor	CFH
Dr. Ann DeBaldo	Associate Dean	Admin
Denise Eaton	Alumni	Centers for Disease Control
Jay Evans	Associate Dean	Admin
Natalie Hernandez	Student	CFH
Dr. Owen Hill	Alumni	US Army
Dr. Doug Holt	Community	Hillsborough Co Health Dept
Paula Knaus	Associate Dean	Admin
Barbara Kennedy	Staff	Admin
Dr. Charlyn Kroelinger	Alumni	CDC
Adam Marty	Student	EOH
Ellen McCreedy	Alumni	Pinellas Co Human Services
Dr. Wil Milhous	Associate Dean	Admin
Dr. James Mortimer	Professor	EPI/BIO
Dr. Steve Mlynarek	Associate Professor	EOH
Zac Pruitt	Student	HPM
Dr. Ira Richards	Associate Professor	EOH
Claudine Samanic	Alumni	Nat'l Institutes of Health
Dr. Aurora Sanchez-Anguiano	Assistant Professor	EPI/BIO
Dr. Dawood Sultan	Assistant Professor	HPM
Dr. Deanna Wathington	Dean's Office Staff	Admin

Faculty members participated in the self-study utilizing standing committees wherever possible and serving on ad hoc workgroups created for specific purposes outside the purview of a standing committee. An accreditation workgroup, comprised of the chairpersons of the six COPH Faculty Assembly Standing Committees and a representative of the Public Health Student Association met to delegate tasks and to address cross-cutting issues.

Ad Hoc Workgroups were created to study COPH-wide competencies, departmental PhD degree competencies, and the PhD degree program overall. An additional ad hoc committee involved external constituents who studied workforce development.

The aforementioned committees included a broad mix of COPH faculty, students, and external constituents from the public health community. The charge was to involve as many people as possible in the process and to reflect on and improve COPH programs while maintaining high levels of compliance with accreditation criteria.

Departments updated and/or confirmed learning objectives, competencies, admission criteria and advising procedures, and updated course syllabi using a new template developed by a COPH Standing Committee.

A faculty retreat updated the Faculty Governance Manual and surveys were completed of COPH alumni, employers of COPH graduates and of the West Central Florida County Health Departments. Drafts of the self-study were reviewed by the leaders of all COPH student associations and a larger group of students at a Town Hall meeting; by the COPH External Advisory Board; by the West Central Florida County Health Directors; by the Accreditation

Steering Committee; by the USF Health leadership team; and by the full faculty assembly at a second faculty retreat designed for this purpose. This process was inclusive and comprehensive, and revealed areas of great strength, some structural problems that were quickly remedied, and several areas in need of long-term improvement.

1.2.g. Assessment of the extent to which this criterion is met.

The criterion is met. The COPH has a dynamic process for monitoring and evaluating its overall efforts against its mission, goals and objectives, for assessing its effectiveness in serving its various constituencies and for planning for the future.

Strengths: The COPH enjoys a robust set of data collection mechanisms that support ongoing monitoring and evaluation of a set of indicators related to its Strategic Plan, its compliance with accreditation criteria, and its contributions to the vision and mission of USF. These data are routinely reviewed, providing an evaluation loop that identifies areas of concern and fosters shared solutions. In addition, these data allow for external constituents to monitor COPH progress toward a set of objectives and enable the development of better and deeper partnerships with various entities in the community.

Weaknesses: Restricted resources and recurring budget reductions have challenged the ability to move toward achievement of some ambitious objectives. Several areas in need of improvement have been identified through ongoing data collection efforts and the self-study process itself. Fortunately, the COPH functions collaboratively and the leadership team is willing to make immediate sacrifices to invest in long-term strategies that address some of these weaknesses.

Plans: We will continue to refine data systems that support evaluation across all mission areas.

1.3 Institutional Environment.

The school shall be an integral part of an accredited institution of higher education and shall have the same level of independence and status accorded to professional schools in that institution.

1.3.a. A brief description of the institution in which the school is located, along with the names of accrediting bodies (other than CEPH) to which the institution responds.

USF opened its doors in 1960 to 2,000 students. Today, the USF System welcomes more than 47,000 students from across the country and around the globe and is recognized as one of the nation's top 63 public research universities. The USF System is operated under the laws of the State of Florida and governed by the Florida Board of Governors and the USF Board of Trustees. The USF System is comprised of four separate campuses, USF, in Tampa, which includes the main campus, the College of Marine Science in St. Petersburg and USF Health; USF St. Petersburg, USF Sarasota-Manatee and USF Polytechnic, located in Lakeland. The USF main campus and USF Health are located in Northeast Tampa, one of the fastest growing areas in Tampa Bay. More than 39,000 students attend classes on the Tampa campus, which sits on more than 1,700 acres and includes extensive health and medical learning facilities, residence halls, and research facilities. The USF System has a \$1.8 billion annual budget, an annual economic impact of \$3.2 billion and was awarded \$394.1 million in research contracts and grants in fiscal year 2009-2010. USF is one of the nation's top public research universities and one of only 25 public research universities nationwide with very high research activity that is designated as community engaged by the Carnegie Foundation for the Advancement of Teaching. USF is one of only three Florida public universities classified by the Carnegie Foundation in the top tier of research activities, a distinction attained by only 2.2% of all universities. USF's 11 colleges offer an extensive range of degree programs at undergraduate and graduate levels. The 11 colleges are: Arts and Sciences; Behavioral and Community Science; Business Administration; Education; Engineering; Honors College; Marine Science; Medicine; Nursing; Public Health; and The Arts. A new College of Pharmacy is currently under development. Students can focus on a specific discipline in depth within a particular department while exploring other areas of interest across colleges. Altogether, USF offers 232 degree programs at the undergraduate, graduate, specialist and doctoral levels, including 89 bachelor's degree programs, 97 master's degree programs, two educational specialist's programs, 36 research doctoral programs, and four professional doctoral programs. Whereas the State of Florida has established minimum admission standards for all state universities, USF's admission requirements are significantly more competitive. Many of USF's graduate programs are recognized as being among the nation's best -- unsurpassed in their ability to prepare students to contribute to a challenging world. In addition, over 100 Graduate Certificates provide learning experiences in a more accessible, focused format.

Accrediting Bodies

The University of South Florida and the University of South Florida St. Petersburg are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), the regional accrediting body for the Southeast United States. Other accrediting organizations and associations participating in the Council for Higher Education Accreditation

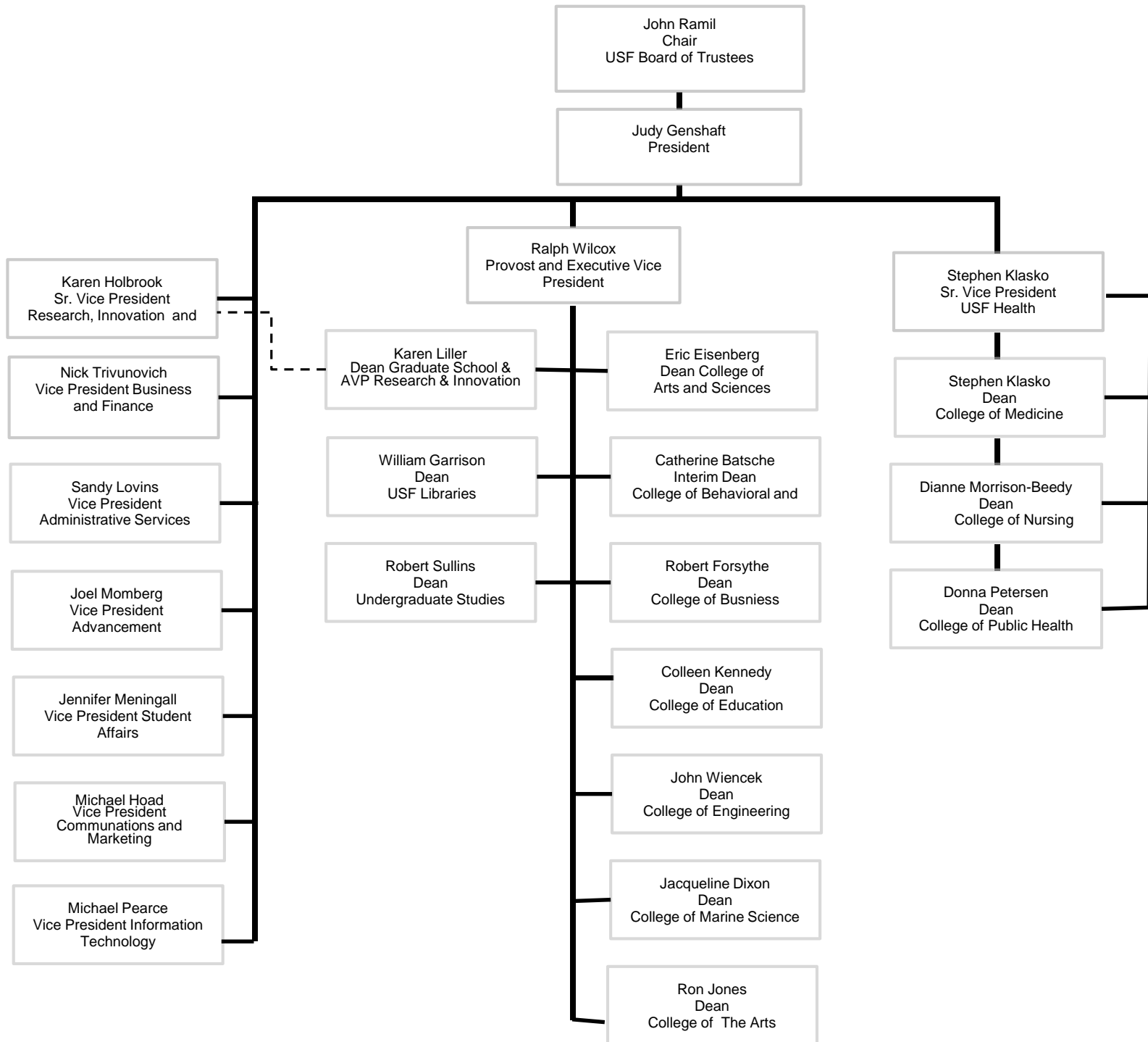
(CHEA) relevant to USF for 2009-10 include the following regional, national, and specialized professional accrediting bodies:

- The Association to Advance Collegiate Schools of Business (AACSB International)
- Accreditation Board for Engineering and Technology, Inc. (ABET)
- Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)
- Accreditation Council for Graduate Medical Education (ACGME)
- American Chemical Society (ACS)
- American Library Association (ALA)/Committee on Accreditation
- American Psychological Association (APA)/Committee on Accreditation
- American Speech-Language-Hearing Association (ASHA)/Council on Academic Accreditation in Audiology and Speech-Language Pathology
- Commission on Accreditation in Physical Therapy Education (CAPTE)/American Physical Therapy Association
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- American Association of Colleges of Nursing/Commission on Collegiate Nursing Education (CCNE)
- Computer Science Accreditation Commission (CSAC) of the Computing Sciences Accreditation Board (CSAB)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP) / American Counseling Association
- Council on Education for Public Health (CEPH)
- Council on Rehabilitation Education (CORE)/Commission on Standards and Accreditation
- Council on Social Work Education (CSWE)
- Florida Department of Education
- International Association of Counseling Services
- Liaison Committee on Medical Education (LCME)
- National Architecture Accrediting Board (NAAB)
- National Association of Pediatric Nurse Practitioners
- National Association of Schools of Art and Design (NASAD)
- National Association of Schools of Music (NASM)
- National Association of Schools of Public Affairs and Administration/Commission on Peer Review and Accreditation
- National Association of Schools of Theatre (NAST)
- National Association of School Psychologists (NASP)
- National Athletic Trainers Association (NATA)
- National Council for the Accreditation of Teacher Education (NCATE)
- National Council on Accreditation of Nurse Anesthesia Programs

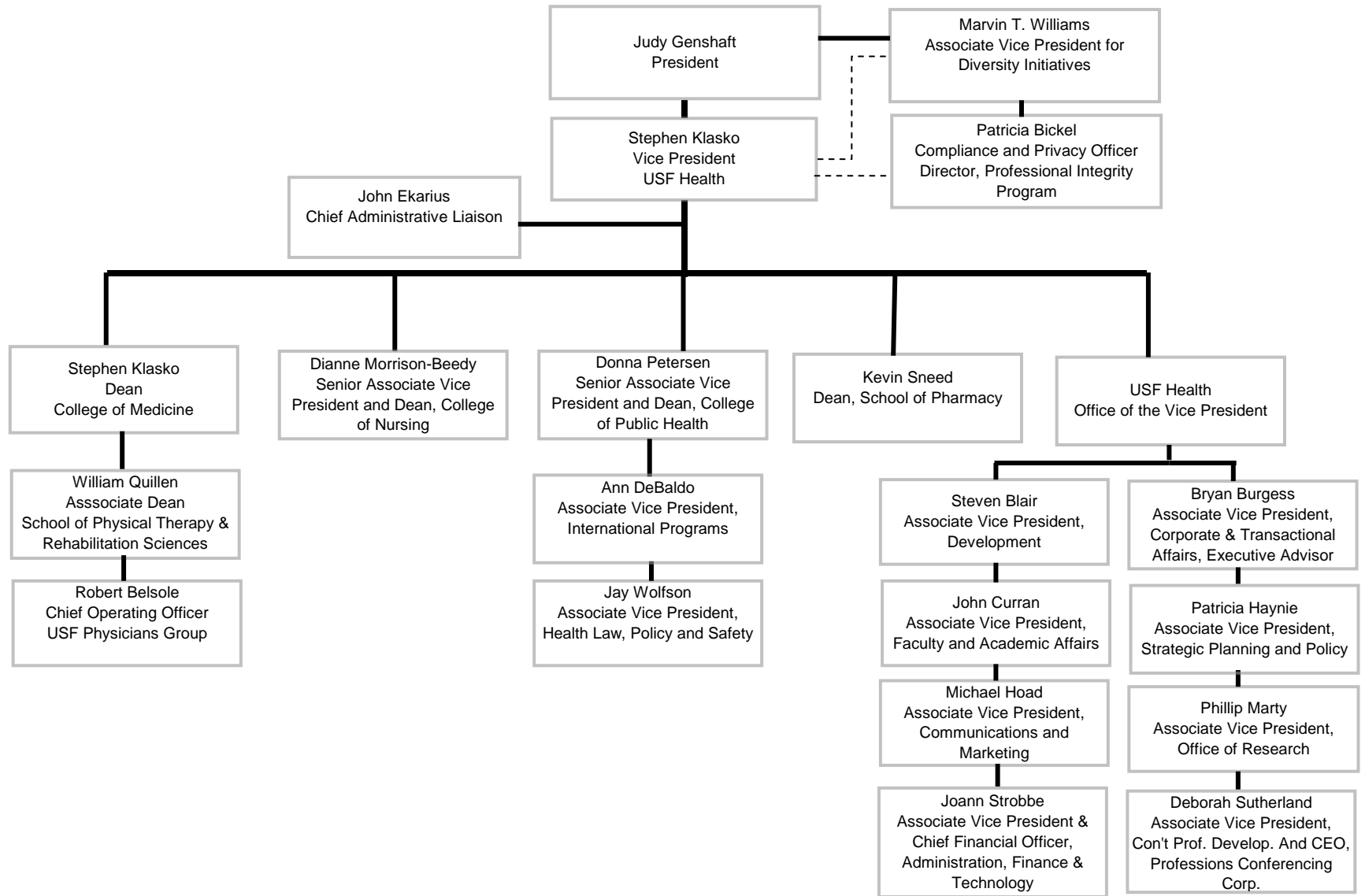
1.3.b. One or more organizational charts of the university indicating the school's relationship to the other components of the institution, including reporting lines.

The first chart depicts the overall administrative structure of the USF Tampa Campus. The second is the organization chart for USF Health, where the COPH is administratively aligned.

University of South Florida Tampa Administration



University of South Florida Health Leadership



1.3.c. A brief description of the university practices regarding: lines of accountability, including access to higher-level university officials; prerogatives extended to academic units regarding names, titles and internal organization; budgeting and resource allocation, including budget negotiations, indirect cost recoveries, distribution of tuition and fees, and support for fund-raising; personnel recruitment, selection and advancement, including faculty and staff; academic standards and policies, including establishment and oversight of curricula.

The COPH enjoys the same degree of independence and autonomy as all other colleges on the campus, in particular those professional colleges and schools that comprise USF Health. As illustrated in the organizational chart provided in 1.3.b., the deans of the colleges comprising USF Health report to the Senior Vice President for USF Health, Dr. Steven Klasko, whereas the deans of other colleges on campus report to the Provost. In effect, the USF main campus operates under a two-provost model, wherein the Senior VP for USF Health has direct authority over budgetary allocations; names, titles and internal organization; personnel recruitment, selection and advancement; and distribution of tuition and fees for the colleges; and is ultimately accountable to the President and the Board of Trustees for all operations within USF Health.

This model was recently reaffirmed by an external consulting group, engaged by the President to recommend a new organizational and governance structure for the evolving four-campus USF System. The consultants rejected the notion of eliminating the Senior VP for USF Health noting “there are certainly examples elsewhere where all Deans (including Medicine) report to the Provost. However, at USF the existing structure seems to be working well.” In addition, the Senior VP for USF Health shares with the Vice President for Development authority and responsibility for fundraising. Moreover, he shares with the Provost oversight for academic standards and policies and establishment and oversight of curricula. It is in these latter areas that we function more similarly to other colleges on campus in that proposals for new or modified degrees, concentrations, graduate certificates and courses must be presented through USF structures including the graduate and undergraduate councils with the guidance and support of the Graduate School and the School of Undergraduate Studies.

At the level of the University, the Senior Vice President for USF Health serves as a member of the President’s Senior Vice Presidents Group and the President’s Cabinet. The deans from the colleges in USF Health are members of the USF-wide Council of Deans which meets monthly. The deans are fully engaged both in the leadership of USF Health (see below) and of USF overall and are often recruited to serve on the President’s committees or to attend the President’s leadership retreats or asked to fulfill special assignments. From August 2009 through October 2010, the Dean of the COPH served as the interim executive director of the President’s “USF World” initiative. The deans of nursing and public health have, over the past several years, chaired or co-chaired the search committees for the deans of business, engineering, marine science and behavioral and community science as well as the deans of international affairs and the graduate school. We are active members of the university community.

The Senior VP for USF Health has administrative offices that support budgeting and fiscal accountability, faculty affairs, legislative affairs, information technology, research, development (fund-raising), continuing professional development and international affairs for all the colleges within USF Health. These offices work in a collaborative spirit, providing support and guidance to the college deans and relating directly to like-units within the colleges. In practice, the deans of USF Health function as the leaders of USF Health with the Senior VP providing guidance and support internally and advocacy externally with university, legislative and other constituents on

behalf of the colleges within USF Health. The deans and leaders of the various USF Health administrative offices meet monthly as a leadership team; these meetings are chaired by the Dean of the COPH who gathers input for the agenda, sets the agenda, chairs the meeting, and assures follow-up of action items. The deans meet separately, also on a monthly basis, and the vice dean for education in the College of Medicine (COM) attends these meetings to represent the COM so that the Senior VP can truly function in that capacity.

Whereas it is true that the Senior VP for USF Health also serves as the Dean of the College of Medicine, the deans of the other professional schools within USF Health enjoy full independence and autonomy in every aspect of leadership associated with their colleges. The annual budget allocation from the legislature that comes directly to USF Health is distributed directly to the colleges as intended by the legislature and as generated by the COPH, i.e., we are each funded according to an enrollment growth formula (see further detail in criterion 1.6.a) and any excess tuition and fees are distributed based on how they were earned by each college. Budget allocation decisions for the COPH are made internal to the COPH with the full input of the leadership team and transparency with the faculty. In addition, other than having to submit the same faculty search plan that any college at USF would have to present when recruiting new faculty, the COPH has full authority to recruit new faculty within existing resources and to appoint as recommended by the COPH Faculty Affairs Committee. Faculty tenure and promotion processes are consistent with those across USF; recommendations are made by departments, and then the COPH Faculty Affairs Committee follows with its recommendations to the Dean of the COPH, who makes her recommendations to the Senior VP for USF Health, who forwards them to the President and the Board of Trustees. Within parameters provided annually by USF, the Dean of the COPH has the authority to determine the criteria for and levels of salary increases for faculty and staff, and to authorize special pay increases, bonuses and market adjustments as appropriate. Finally, the COPH has full authority to advance new or improved academic programs, degrees, certificates, and courses directly through the university processes. Other than providing input, there is no interference from senior leadership at USF Health in academic matters pertaining to the COPH.

1.3.d. Identification of any of the above processes that are different for the school of public health than for other professional schools, with an explanation.

None of these processes are different for the COPH than for any other professional college or school at USF. The only difference is that faculty in public health and nursing, like all faculty across the campus, are part of the faculty union (United Faculty of Florida), whereas the faculty members of the College of Medicine are not.

1.3.e. If a collaborative school, descriptions of all participating institutions and delineation of their relationships to the school.

Not applicable.

1.3.f. If a collaborative school, a copy of the formal written agreement that establishes the rights and obligations of the participating universities in regard to the school's operation.

Not applicable.

1.3.g. Assessment of the extent to which this criterion is met.

The criterion is met. USF is fully accredited and the COPH enjoys full independence within the university structure.

Strengths: The COPH is part of a fully-SACS accredited university. The COPH enjoys a high degree of independence and autonomy within USF structures and the Dean shares all the rights and privileges accorded to all deans on the campus. As part of USF Health, the COPH and its Dean enjoy perhaps an even greater degree of autonomy with regard to budgeting and resource allocation, personnel recruitment, selection and advancement and creation of innovative educational models than do deans outside USF Health. Without doubt, the COPH has equivalent status and the same degree of independence as the other professional colleges and schools of USF Health.

Weaknesses: None identified.

Plans: The university is evolving to a multi-campus system, which provides new opportunities for the COPH to explore cross-campus educational, community engagement and research initiatives. We have already begun discussions with all three of our sister campuses and will continue to build positive relationships so that students across the USF system have access to public health opportunities.

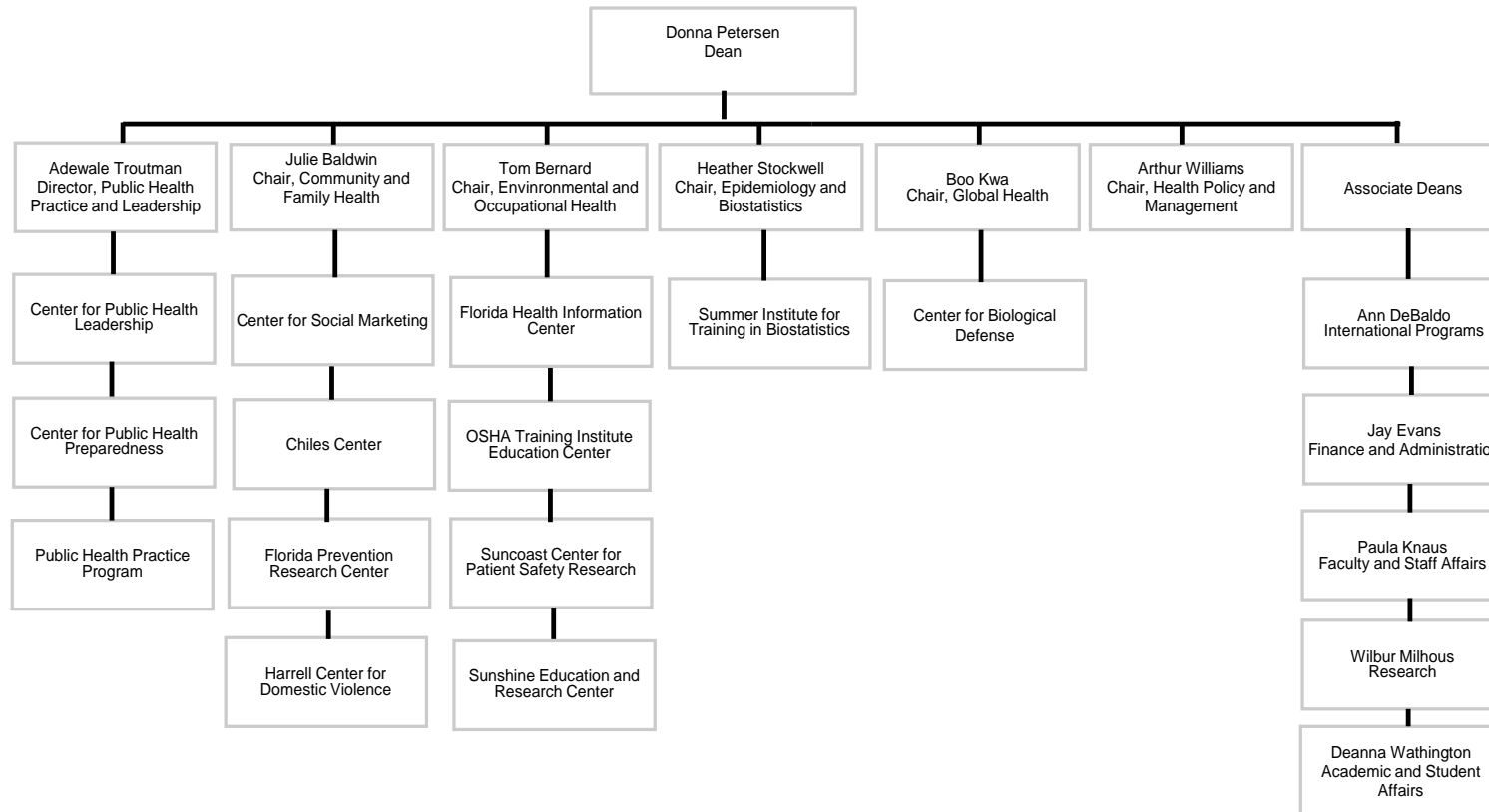
1.4 Organization and Administration

The school shall provide an organizational setting conducive to teaching and learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration. The organizational structure shall effectively support the work of the school's constituents.

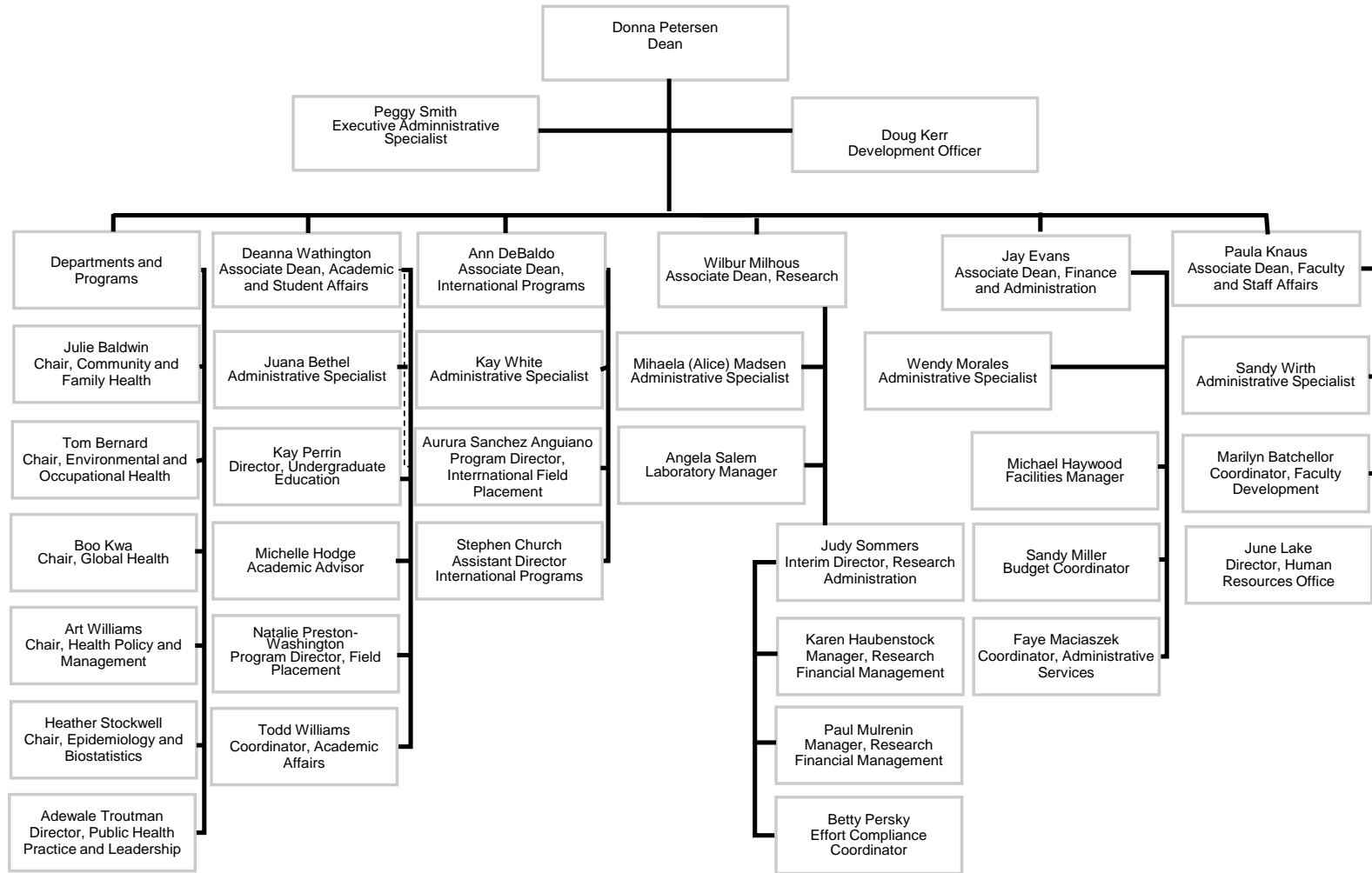
1.4.a. One or more organizational charts showing the administrative organization of the school, indicating relationships among its component offices, departments, divisions, or other administrative units.

The first chart illustrates the organizational structure of the COPH while the second provides detail on administrative support for the various COPH functions.

University of South Florida COPH Organizational Summary



University of South Florida COPH Administration



1.4.b. Description of the roles and responsibilities of major units in the organizational chart.

As clearly articulated in the COPH Strategic Plan, the faculty and staff appreciate the opportunity to work in an environment that promotes their success, is collegial and rewards exemplary performance. The organizational structure is designed to promote faculty participation in all aspects of governance, transparent planning, resource allocation and evaluation processes and faculty-directed curricula and student success efforts in a manner that is efficient and effective.

The COPH is organized into seven units including the dean's office, five academic departments and one program. Within the Dean's office, five associate deans are responsible for various aspects of COPH administration including academic and student affairs, international programs, faculty affairs, research, and fiscal and administrative affairs. Each department has at least one staff person responsible for coordinating academic programming and student services as well as general administrative duties for the department. These individuals relate to COPH administrative offices that provide centralized support for personnel, accounting and research administration. The roles and responsibilities of these various units are described as follows:

The Office of the Dean

The *Dean* is the chief academic and administrative officer of and primary spokesperson for the COPH and is responsible for the implementation of its policies. The Dean may appoint Associate and Assistant Deans to assist in these duties. The Dean and the Dean's administrative colleagues solicit the opinions and advice of the members of the faculty in major decisions affecting the academic, financial and material resources of the COPH. In addition to executive administrative support and a development (fundraising) director, the Dean's Office consists of five units, each led by an associate dean. The roles and responsibilities of these units are as follows:

The *Office of Academic and Student Affairs* is responsible for upholding the highest academic standards in alignment with the vision and mission of the COPH; implementing and ensuring compliance with COPH and USF academic policies and procedures; and supporting prospective, enrolled and graduated students, faculty and staff. The Office interacts with COPH departments, centers and offices in a collaborative manner to ensure student academic success from the admissions process through graduation. This collaboration enables the office to monitor all of the degree programs and concentrations offered by the COPH including the new undergraduate degree program and all of the distance learning offerings of the COPH. The Office maintains a student database to collect, analyze and disseminate pertinent data. These data help us evaluate the current student population and curricular programs and, most importantly, guide future educational endeavors. The Office of Academic & Student Affairs supports the COPH's accreditation efforts through maintenance of academic principles and provision of data and materials for self-study reports and accreditation visits. Finally, the Office strives to provide a supportive and structured academic experience for our students. This is accomplished through new student orientation activities, ongoing communication regarding academic timetables, guidelines and forms, our team-oriented approach in working with the various student organizations and an open-door policy. The Office remains in active contact with alumni via a quarterly bulletin and social networking sites. The Associate Dean for Academic & Student Affairs is part of the COPH leadership team, serves as the Chief Academic Officer for the COPH and as a liaison for inter-professional education across USF Health and on the Academic Affairs Council for USF.

The *Office of Faculty and Staff Affairs* develops and implements procedures and programs designed to assist faculty, staff and student employees in reaching their potential. The Office provides support and oversight for all staff and faculty recruitment, appointment, pay, leave, benefits, promotion and tenure; the Office also offers conflict resolution, advice and support around work-related concerns and handles any employee grievances. The Office also promotes and facilitates formal and informal professional development activities for faculty, staff and student employees and coordinates most of the community (social) events for the COPH including length of service recognitions, retirement receptions, award ceremonies, monthly faculty and staff coffees with the dean, and our very popular ongoing series, “Lunch with your Colleagues” where we celebrate our faculty and highlight their accomplishments. The Associate Dean for Faculty Affairs is part of the COPH leadership team and serves as a liaison to USF Health and USF around human resources issues. She also serves on USF’s collective bargaining team for AFSCME.

The *Office of Finance and Administration* is responsible for COPH-wide budgeting, revenue and expenditure oversight, and accounting services. In addition, this Office provides a variety of functions essential to the daily operations of the COPH, including purchasing, inventory, space allocation, facility maintenance and security, information technology, and enrollment management. The Associate Dean for fiscal and administrative services serves as the Chief Financial Officer for the COPH, as a member of the COPH leadership team and as a liaison on behalf of the COPH with USF Health and USF-wide groups in these functional areas.

The *Office of International Programs* expands the global reach of educational programming, research, development and entrepreneurial initiatives. The Office engages international partners to work with our faculty to develop collaborative opportunities for students and faculty to apply knowledge to real-world, public health challenges. The Office provides a broad range of services including but not limited to assistance with all aspects of international agreements, the handling of protocol for visitors from abroad, and provision of information to faculty and students interested in working in the global arena. Together with the Office of Academic and Student Affairs, the Office of International Programs has oversight of the International Field Experience Office and the Peace Corps Masters International Program. This Office coordinates the awarding of international travel awards for students completing field experiences or research projects outside the United States and recently initiated a faculty travel development award to encourage faculty to travel to existing or potential partner institutions in other countries for the purpose of developing collaborative research, professional development or educational opportunities. This Office also cultivates partnerships with institutions with which we have a longer history, to provide secure, stable and stimulating field experience or research sites for students. Some of these include the City of Knowledge in Panama City, Panama, the University of Malaysia at Sarawak in Kuching, Malaysia, St. John’s University in Bangalore, India and Nankai University in Tianjin, China. The Associate Dean for International Programs serves on the COPH leadership team and also serves as the Associate Vice President for International Affairs in USF Health and as part of the USF World leadership team.

The *Office of Research* has responsibility for the COPH research enterprise, encompassing a broad spectrum of services. The Office provides pre-award and post-award administrative services for sponsored projects and works to foster the continuation of those creative endeavors and to promote an environment that sustains the highest standards of scholarship, health and safety. The research team oversees the management of its research programs and assists investigators seeking external funding, promotes interdisciplinary research and manages awards throughout the sponsored research life cycle – from proposal development through financial administration and award closeout. This Associate Dean for Research serves as a

liaison to the USF Health Office of Research and the USF Division of Sponsored Research and Research Financial Management.

The Academic Departments

As noted earlier, five academic departments and one program are organized primarily to provide academic homes to faculty linked by disciplinary or research and teaching foci, and to students who seek a supportive learning environment that allows them to succeed in achieving their educational and future career goals. Each department is administered by a chair who is responsible for the organization and implementation of its programs in consultation with the departmental faculty. (The Public Health Practice Program is administered by a director). Departments may establish divisions, research centers, institutes and programs that are approved by the Dean in consultation with the Faculty Assembly and in accordance with the Board of Trustees rules and USF policies. In addition, department chairs are given a fair amount of autonomy with regard to their budgets, under the leadership philosophy of the COPH that budget allocation decisions should be made as close to where revenues are generated as possible. Departments are provided funds necessary to honor faculty salary commitments, and are also allocated funds to support operating expenses and the funding of graduate students via a formula collectively derived each year by the COPH leadership team. Excess tuition and fees are distributed to departments relative to how they are earned. Department faculty organize their curricula, assign teaching and advising responsibilities, fund students through scholarships, graduate assistantships and tuition waivers, support general operations, and review their faculty for tenure and promotion. The five departments and one program include:

Community and Family Health which includes the faculty responsible for the social and behavioral sciences part of the curriculum as well as maternal and child health, behavioral health, and health education. This department also houses the Florida Prevention Research Center, the Lawton and Rhea Chiles Center for Healthy Mothers and Babies, the Harrell Center for the Study of Domestic Violence and the Center for Social Marketing.

Environmental and Occupational Health which includes the faculty responsible for the environmental health sciences part of the curriculum as well as industrial hygiene, occupational safety, toxicology and occupational health. This department also houses the Sunshine ERC (the NIOSH funded Education and Research Center), the State of Florida OSHA Training Center and the Florida Health Information Center.

Epidemiology and Biostatistics which includes the faculty responsible for these two core disciplines in the curriculum as well as for a number of popular dual concentrations with global health, maternal and child health and communicable diseases. This department also houses the NHLBI-funded Summer Institute in Biostatistics and organizes the biostatistics core for the planned Clinical and Translational Science Award program.

Global Health, the newest department, provides education and research opportunities in two distinct areas, global communicable diseases and global health practice. These faculty also offer a fully on-line MPH in global disaster management and humanitarian assistance, and contribute to the environmental health core courses. This department houses the Global Health Infectious Disease Research Team and the Center for Biological Defense.

Health Policy and Management includes the faculty responsible for the health administration part of the curriculum in addition to health policies and programs, public health administration

and the Master of Health Administration. These faculty also offer the third fully on-line MPH in Public Health Administration.

The Public Health Practice program coordinates and delivers the COPH's first fully on-line MPH in Public Health Practice as well as a second MPH offered in an Executive Weekend format. Faculty are drawn from across the departments to provide the instruction for these programs and serve as advisors to students given their educational and professional development interests. This program office also houses the Center for Public Health Leadership and Practice which in turn houses the Center for Public Health Preparedness and the newly funded Public Health Training Center.

1.4.c. Description of the manner in which interdisciplinary coordination, cooperation and collaboration are supported.

The COPH recognizes that public health, by its very nature, is an interdisciplinary enterprise and seeks to model the value of interdisciplinary collaboration in all mission areas. Faculty chose to include objectives specific to this notion in the Strategic Plan. Objective 1.3 states, "The USF college of public health will increase its inter-university collaborations for research by 20% over baseline" and objective 2.4 states, "The USF college of public health will increase its interdisciplinary collaborations for teaching by 20% over baseline." In addition, the COPH is a vital and active part of USF Health, which itself nurtures interdisciplinary research and interprofessional education and service as part of its mission to improve the health of communities. Across USF, the COPH is recognized as an excellent partner in scholarly and learning endeavors. The extent of our interdisciplinary research, joint degrees, interdisciplinary certificates, joint recruitments and shared service projects provides ample evidence of the commitment to interdisciplinary coordination, cooperation and collaboration within the COPH, USF Health, and across USF. Perhaps the best example of this is a recent decision of the COPH Executive Committee to devote a substantial portion of our strategic investment fund to interdisciplinary research. The team set aside \$300,000 of COPH-generated funds to support three interdisciplinary projects and made absolutely clear in the guidance instructions that interdisciplinary meant USF-wide. Eight fully interdisciplinary proposals were submitted. The three that were funded not only included faculty from multiple departments in the COPH but also included colleagues from anthropology, women's studies, civil and environmental engineering, chemical and biomedical engineering, medicine, nursing and the Moffitt Cancer Center. Some other examples:

- The COPH offers nine joint degrees with six colleges at USF, as well as the Stetson Law School, not part of USF, and is planning three additional joint degrees.
- The COPH offers several formal dual concentrations within the COPH enabling students to gain expertise in more than one area of public health.
- Students wishing to craft their own dual concentrations or joint degrees are encouraged and assisted in doing so. We have recently had several students craft their own joint MHA/MPH degrees; another student recently created her own joint degree in public health and in civil and environmental engineering. She is now serving in the Peace Corps in fulfillment of the public health and engineering field experience requirements.
- Degree-seeking students are also encouraged to complete graduate certificates in order to gain additional skills relevant to their learning and career goals.
- Of 18 graduate certificates offered by the COPH, 6 are interdisciplinary, designed in conjunction with other colleges and requiring courses across colleges.

- Public health students have been very successful in securing fund support from the Graduate School for interdisciplinary projects. Over the two years of this project's existence, public health students have been on 7 of the 14 successful teams (3 of 7 in 2008, 4 of 7 in 2009). COPH faculty work with colleagues across campus to connect students to take advantage of these opportunities.
- The COPH has willingly housed faculty in available COPH laboratories from other colleges in USF Health who needed lab space while theirs was being built or renovated. These have included a senior researcher from nursing and will soon include several faculty being recruited to our new college of pharmacy.
- The COPH recently recruited three faculty members in conjunction with the College of Behavioral and Community Science. Whereas all have their primary appointments in BCS, they are each 49% time in the COPH and contribute to the teaching, research and service missions of the COPH.
- Interdisciplinary teaching is encouraged and acknowledged within the COPH and outside of it. The COPH has been active in a Patient Safety and Quality course team-taught by faculty from public health, medicine, nursing, biology and engineering to teams of students from these same colleges.
- Interdisciplinary research is strongly encouraged and the Dean has developed mechanisms to share credit, salary savings and indirect costs with sister colleges when grant proposals are submitted by teams of faculty from multiple departments across campus.
- The COPH actively promotes interdisciplinary approaches to problem-solving. When a team of scholars visited the USF COPH from Panama to discuss research opportunities in the Panama Canal Watershed, the COPH invited colleagues from geology, anthropology, marine science, integrated biology, education, civil and environmental engineering, the Institute for the Study of Latin America and the Caribbean, and the other colleges of USF Health to participate in the discussion and to be part of the eventual longitudinal research plan that has now been assembled with full support from the Ministry of Science and Technology in Panama.

1.4.d. Identification of written policies that are illustrative of the school's commitment to fair and ethical dealings.

The University of South Florida is a diverse community that values and expects respect and fair treatment of all people as articulated in the USF Values Statement which can be found at <http://www.ods.usf.edu/Plans/Strategic/values.htm>. A key value is that USF will be an environment of collegiality based on the principles of academic freedom, respect, integrity, civility, the freedom to engage in debate, the exchange of ideas and intellectual discovery, and professional responsibility. Consistent with this value, the University has developed many regulations and policies that guide behaviors of every member of our institution. Policies and regulations related to equal opportunity, sexual harassment, instruction, information technology, research and innovation, faculty personnel issues, privacy and public access information are summarized in the University Faculty Handbook which is available to COPH faculty at <http://www.acad.usf.edu/Resources/Documents/Faculty-Handbook/>. A copy of the Handbook is available in the Resource File.

1.4.e. Description of the manner in which student grievances and complaints are addressed, including the number of grievances and complaints filed for each of the last three years.

The Copenhaven follows the published Grievance Procedure as described in the Graduate Catalog http://www.grad.usf.edu/inc/linked-files/Catalog%20and%20Policies/2010_2011/Section%207_grievance.pdf (a copy will be in the Resource File). This procedure ensures a consistent and fair process for the review of academic grievances and provides all students enrolled within the USF system a mechanism for the swift resolution of complaints. The review is accomplished in a collegial, non-judicial atmosphere rather than an adversarial one, and allows the parties involved to participate. The procedures are designed to ensure objective and fair treatment of both students and instructors, and are meant to govern all colleges (exclusive of the College of Medicine which maintains its own procedures). Timelines are defined as are all processes.

During the past three academic years, the Copenhaven has had only one student grievance filed. The grievance was handled consistent with USF procedures and was resolved in a timely manner.

Students feel free to voice concerns through any and all available channels. "Complaints" of various sorts come to department staff, faculty advisors, course instructors, department chairs, associate deans and the Dean. They are typically easily resolved. "Complaints" also appear on course evaluations and are handled as appropriate by department chairpersons and, if necessary, the Associate Dean for Academic & Student Affairs. When a complaint appears to rise to the level of a grievance, students are advised of the university's academic grievance procedure. As noted above, only one grievance has been filed during the last three years.

1.4.f. Assessment of the extent to which this criterion is met.

The criterion is met. The Copenhaven provides an organizational setting and a culture conducive to teaching and learning, research and service and to interdisciplinary communication, cooperation and collaboration. The structure supports the work of the school's various constituents.

Strengths: The Copenhaven provides an environment and an organizational structure that supports faculty, staff and student success. The Copenhaven is organized into academic and functional units that allow for the coherent implementation of the Copenhaven's learning, discovery, community engagement and diversity goals. The Copenhaven actively promotes interdisciplinary activity in all mission areas and faculty members are extensively engaged in interdisciplinary and interprofessional work. Policies and procedures assure fair and ethical dealings with all members of the Copenhaven community.

Weaknesses: None identified.

Plans: None at this time.

1.5 Governance.

The school administration and faculty shall have clearly defined rights and responsibilities concerning school governance and academic policies. Students shall, where appropriate, have participatory roles in conduct of school and program evaluation procedures, policy-setting and decision-making.

1.5.a. Description of the school's governance and committee structure and processes, particularly as they affect general school policy development, planning, budget and resource allocation, student recruitment, admission and award of degrees, faculty recruitment, retention, promotion and tenure, academic standards and policies, research and service expectations and policies

The COPH organization and faculty governance processes supplement governance procedures, rules, and policies established by the Florida Board of Governors (BOG), the USF Board of Trustees, the BOT/United Faculty of Florida agreement, the University of South Florida, and USF Health. The Faculty Governance Manual, recently revised by the faculty, defines guidelines and procedures for the organization and governance of the COPH so that members of the faculty understand their responsibilities and perform their duties with respect to education, research, service, and administration. Adherence to the principles in this manual promotes cooperation and communication between the Dean and the faculty as they jointly seek to fulfill the mission of the COPH.

Principles include the following:

- Strengthening the performance of the COPH, and fulfilling its mission and strategic plan, through workable democratic, equitable, governance procedures which assure timely faculty representation and participation in decision-making;
- Maintenance of high levels of communication between the faculty and administration;
- Strengthening of interdepartmental collaboration and promotion of a college focus.

Various committees are responsible for conducting the business of and assuring support for the work of the COPH. General policy development, planning and budget and resource allocation decisions are carried out by the COPH Executive Committee, the leadership team for the COPH. The Executive Committee consists of the five department chairs, the public health practice program director, the chair of the faculty assembly and the five associate deans. The Dean chairs the meetings of the Executive Committee and her executive assistant compiles the minutes. Minutes are distributed to the full faculty assembly.

This process notwithstanding, it is important to note that matters of policy, planning and budget allocations (including reductions) are routinely shared with the faculty assembly. The Faculty Assembly is the organizational governance body of the faculty. It coordinates the functioning of the COPH standing committees and acts on essential policies and planning of COPH activities. It makes recommendations to or advises the Dean on all academic, organizational and financial matters and assures that the Dean has the opportunity for regularly scheduled communication at the Faculty Assembly meetings. The Faculty Assembly appoints and supports ad hoc or special committees in addition to the Standing Committees, as it deems appropriate. The Faculty Assembly is comprised of all tenured and tenure-earning faculty with the rank of

Professor, Associate Professor, or Assistant Professor, and faculty with the titles of Research Professor, Research Associate Professor, or Research Assistant Professor appointed in the COPH at $\geq .50$ FTE. The Faculty Assembly meets at least quarterly, in addition to an annual meeting for purposes of planning and coordination.

The chair of the Faculty Assembly is a permanent member of the COPH Executive Committee. He or she always has the opportunity to convene the Faculty Assembly Steering Committee, to act in the stead of the full Faculty Assembly when matters are of an urgent nature. The Faculty Assembly Steering Committee is made up of the officers of the Faculty Assembly, the immediate past-president of the Faculty Assembly, and chairpersons of the Standing Committees. The Steering Committee is responsible for representing the Faculty Assembly in the strategic planning for the COPH; for CEPH accreditation; advising the Dean on organization, management, and financial affairs of the COPH and its departments; coordination and oversight of Faculty Assembly Standing Committees; and organization and preparation for Faculty Assembly meetings.

Student recruitment, admission and recommendations for awarding of degrees is primarily the province of the faculty within their respective units, supported by the staff of the Office of Academic & Student Affairs and conducted within guidelines established by the COPH through its student affairs, educational outcomes and academic programs and curriculum committees, consistent with university guidelines. Similarly, faculty recruitment, retention, promotion and tenure are also the province of the faculty within their respective units supported by the staff of the Office of Faculty and Staff Affairs and conducted within all applicable COPH, USF, and faculty union guidelines. Research and service expectations and policies are discussed by the faculty as a whole and within individual units and are reflected in the Strategic Plan, the Faculty Governance Manual and the faculty tenure and promotion guidelines and supported by the various units of the Dean's Office. In particular, these issues are discussed openly during monthly coffees held with the Dean for faculty of specific ranks, i.e., one month the coffee is with full professors, the next associate professors, and the next, assistant professors. The Dean also has coffee with research faculty, staff and the chairs (without other members of the executive committee).

1.5.b. A copy of the constitution, bylaws or other policy document that determines the rights and obligations of administrators, faculty and students in governance of the school.

The COPH Faculty Governance Manual, recently revised and updated through a faculty consensus process, is provided in Appendix 1.5.b.

1.5.c. A list of school standing and important ad hoc committees, with a statement of charge, composition, and current membership for each.

Standing Committees

There are six Standing Committees coordinated by the Faculty Assembly. Committee members are elected or selected (depending on the committee) by their respective departments and serve two-year terms. All committee chairpersons are elected by the committee membership annually or when a vacancy occurs. Standing Committees are responsible for establishing their own procedures in writing, posting agendas and minutes on the COPH web site and reporting activities and sharing recommendations at meetings of the faculty assembly.

Academic Programs and Curriculum Committee

Structure

The Academic Programs and Curriculum Committee is composed of two faculty members elected from each of the COPH Departments. The committee meets at least once per academic term. A representative of the Office of Academic Affairs, the COPH representative to the University Graduate Council assigned to the curriculum subcommittee, and two student representatives selected by the Public Health Student Association and Associate Dean for Academic Affairs serve as ex-officio non-voting members of the committee.

Functions and Duties

- Oversee degree programs offered by the COPH and review and approve new degrees, programs, concentration areas, and course proposals which originate with the departments;
- Monitor the curricula and degree programs of the COPH and periodically review the policies;
- Oversee periodic reviews of academic programs as a means of providing ongoing evaluation to assist in program improvement and meeting the standards set by the Council Education for Public Health (CEPH) and the Southern Association of Colleges and Schools (SACS);
- Approve and monitor academic certificate programs; and
- Monitor and coordinate interdepartmental academic programs.

Member	Rank	Department
Steve Mlynarek (Chair)	Associate Professor	EOH
Marie Bourgeois	Student rep	EOH
Getachew Dagne	Associate Professor	EPB
Rita DeBate	Associate Professor	CFH
Stephanie Marhefka	Assistant Professor	CFH
Wendy Nembhard	Associate Professor	EPB
Richard Nisbett	Assistant Professor	GLO
Ira Richards	Associate Professor	EOH
Alan Sear	Associate Professor	HPM
Erin Stirling	Student rep	EPB/GLO
Dawood Sultan	Assistant Professor	HPM
Wayne Westhoff	Associate Professor	GLO
Deanna Wathington*	Associate Dean	Admin

*Ex officio non-voting member

Educational Outcomes Committee

Structure

The committee is composed of one faculty member from each department. Additional faculty and/or staff members can be added for planning and data analysis purposes. Department Chairs and the Associate Dean for Academic and Student Affairs are non-voting ex-officio members.

Functions and Duties

- Coordinate activities to develop, monitor, and review the educational outcomes measures used for all degrees offered by the COPH. The committee reviews and updates these indicators on an ongoing basis;

- Review the data collection procedures for the outcome indicators, coordinate activities for data collection, and analyze all data findings at least quarterly;
- Prepare official outcomes assessment reports for USF, COPH, and departments as needed; and
- Interact with accreditation committees and other USF and COPH committees as needed in providing outcomes assessment information and data results.

Member	Rank	Department
Aurora Sanchez-Anguiano (Chair)	Assistant Professor	EPB
Ann Abbott	Assistant Professor	HPM
Jaime Corvin	Assistant Professor	GLO
Steve Mlynarek	Associate Professor	EOH
Carla Vandeweerd	Assistant Professor	CFH
Yougui Wu	Assistant Professor	EPB
Barbara Kennedy*	Staff	Admin
Mathdany Noel*	Staff	Admin
Deanna Wathington*	Dean's Office Staff	Admin

*Ex officio non-voting member

Faculty Affairs Committee

Structure

The Faculty Affairs Committee is composed of one tenured faculty member elected by each department, and four tenured faculty who serve for two years, elected at large by the Faculty Assembly.

Functions and Duties

- Recommend the COPH criteria, policies and procedures for appointment, promotion and tenure;
- Review credentialing of faculty and others for serving on doctoral and masters committees;
- Recommend COPH policies and procedures for faculty evaluations;
- Review and make recommendations for promotion and tenure of faculty, post-tenure sustained performance evaluations of tenured faculty; and mid-tenure track review;
- Foster faculty development;
- Recommend COPH criteria, policies and procedures for merit pay;
- Facilitate nomination and review of faculty for honors and awards;
- Facilitate understanding of tenure and promotion policies and procedures as well as appropriate procedures concerning grievances and informal resolution of conflicts; and
- Monitor policies and make recommendations for equal opportunity and diversity in the COPH.

Member	Rank	Department
Martha Coulter (Chair)	Professor	CFH (at-large)
John Adams	Professor	GLO
Carol Bryant	Professor	CFH
Ellen Daley	Associate Professor	CFH (at-large)
Yehia Hammad	Professor	EOH (at-large)
Tom Mason	Professor	EOH
Kathleen O'Rourke	Professor	EPB
Etienne Pracht	Associate Professor	HPM
Jay Wolfson	Professor	EOH (at-large)

Laboratory and Safety Committee

Structure

The committee is composed of a safety officer and a laboratory specialist appointed by the Dean, one student selected by the Public Health Student Association, and a faculty member selected from each department. The committee selects one of the faculty members to serve as chairperson.

Functions and Duties

- Serves to oversee all issues pertaining to safety within the COPH;
- Identifies potentially significant chemical, physical, and biological hazards, and makes appropriate recommendations for improvement; and
- The safety officer oversees the training of laboratory personnel in chemical and biological hazard recognition and control measures to provide a safe laboratory environment.

Member	Rank	Department
Ira Richards (Chair)	Associate Professor	EOH
Wei Wang	Assistant Professor	EPB
Martha Coulter	Professor	CFH
John Large	Assistant Professor	HPM
Steve Mlynarek	Associate Professor	EOH
Azliati Azizan	Assistant Professor	GLO
Marie Bourgeois (Student)	Student	EOH
Michael Haywood*	Staff	Admin
Angela Salem (Lab Specialist)*	Staff	Admin

*Ex officio non-voting member

Student Affairs Committee

Structure

The Student Affairs Committee is composed of one faculty member selected by each department. Two representatives from the administration staff, who are involved in recruitment and advisement, serve as ex-officio non-voting members.

Functions and Duties

- Recommend policies for student recruitment and advisement;
- Establish and monitor the minimum COPH admission requirements, discuss admission trends and review special admission requirements determined by departments;
- Establish and monitor policies for COPH-wide scholarships, honors and awards and assistantships; review and recommend recipients for scholarships, awards and assistantships; student members do not participate in the scholarship awarding process;
- Recommend procedures for, and participate in student orientation and graduation events;
- Coordinate student affairs related to the public health practice program and other COPH-wide academic programs, as approved by the Faculty Assembly;
- Review recruitment and retention strategies as well as student diversity issues, consistent with COPH and USF goals.

Member	Rank	Department
Hana Osman (Chair)	Assistant Professor	EOH
Bruce Levin	Professor	CFH

Donna Haiduven	Assistant Professor	GLO
Art Williams	Professor	HPM
Yiliang Zhu	Professor	EPB
Natalie Preston–Washington*	Associate Dean	Admin
Michelle Hodge*	Staff	Admin

*Ex officio non-voting member

Education Technology and Assessment Committee (ETA)

Structure

The ETA committee is composed of one faculty member from each department; at least one doctoral student and one online master's student selected by this ETA committee (based on recommendations from the department chairs, Public Health Student Association, the director of the ETA unit, the Academic Director of the ETA unit and/or the Associate Dean for Academic Affairs); the director of the ETA unit; the Academic Director of the ETA unit; the director of the Public Health Practice Program, and the Associate Dean for Academic Affairs. All faculty members are voting members. The student representatives, the director of the ETA unit, the Academic Director of the ETA unit, the director of the Public Health Practice Program and the Associate Dean for Academic Affairs serve as ex-officio non-voting members.

Functions and Duties

- Assist ETA to recommend guidelines and procedures for courses offered with distance technology;
- Recommend guidelines and procedures for optimizing the use of technology within COPH-wide educational offerings;
- Explore new technologies that may enhance the quality of distance education and make recommendations;
- Examine issues of quality instruction through distance modalities and make recommendations;
- Make recommendations for purchase of additional equipment/systems/modalities to enhance distance learning;
- Explore and make recommendations regarding intellectual property rights of faculty whose courses are developed using technology.

Member	Rank	Department
Jim Mortimer (Chair)	Professor	EPB
Azliyati Azizan	Assistant Professor	GLO
Donna Haiduven	Assistant Professor	GLO
Steve Mlynarek	Associate Professor	EOH
Kay Perrin	Associate Professor	CFH
Etienne Pracht	Associate Professor	HPM
Somer Burke*	Staff	PHP
Yao Djilan*	Student	EPB
Sandhya Srinivasan*	Staff	Admin
Deanna Wathington*	Associate Dean	Admin

* Ex-Officio non-voting members

The Dean also convenes committees, some of which ultimately become Standing Committees (this was the case with the Educational Technology and Assessment committee and will likely be the eventual case with the Research Advisory Group). Currently, the Dean has convened, in addition to committees formed expressly for accreditation which are described in criterion 1.2.f., a Research Advisory Group, led by the Associate Dean for Research, and an ad hoc PhD

committee, led by a senior faculty member. Charge, composition and current membership of these committees is as follows:

The Research Advisory Group (RAGs) renamed itself the Research Innovation and Creativity for Innovation in Health (RICHeS). It's charge is to: (1) advise the COPH Dean's office on strategic planning for research, propose policies affecting faculty and student research, and the structure and function of the COPH Office of Research Administration; (2) support the development of an entrepreneurial climate that fosters growth in interdisciplinary research through the promotion of activities to enhance the capacity of individual faculty for the development and implementation of strategic research agendas; and (3) serve as the review panel for student research competitions and awards. The Dean appoints the members, seeking to balance faculty with diverse research interests, experiences and needs to order to elicit the best ideas and advice. Current members include:

Member	Rank	Department
Wilbur Milhous (Chair)	Professor	GLO
Erica Anstey	Student	CFH
Linda Detman	Faculty Administrator	CFH
Amanda Evans	Student	EOH
Russell Kirby	Professor, Endowed Chair	CFH
Christen Mayer	Student	GLO/EPB
Etienne Pracht	Associate Professor	HPM
Hamisu Salihu	Professor	EPB
Amy Stuart	Assistant Professor	EOH
Thomas Unnasch	Professor	GLO
Jay Wolfson	Professor	EOH
Yiliang Zhu	Professor	EPB
Ellen Kent*	Staff	Admin
Judy Sommers*	Staff	Admin
Angela Salem*	Staff	Admin

The ad hoc PhD committee was asked to review the entire program, from the way the COPH recruits and assesses applicants; through orientation, advising, periodic review and ongoing guidance; recommended coursework, with particular attention to the 7000-level courses available and completed; qualifying examinations; protocol development, committee selection, and proposal defense; dissertation work and final defense; and time to degree completion. The group was also reminded that while each discipline crafts its PhD programs slightly differently, the PhD at the COPH is a COPH degree so consistency is desirable.

Member	Rank	Department
Russell Kirby (Chair)	Professor	CFH
John Adams	Professor	GH
Amy Borenstein	Professor	EPB
Ellen Daley	Associate Prof	CFH
Steve Mlynarek	Associate Prof	EOH
Wendy Nembhard	Associate Prof	EPB
Dawood Sultan	Assistant Prof	HPM
Yiliang Zhu	Professor	EPB
Deanna Wathington	Associate Dean	Admin

1.5.d. Identification of school faculty who hold membership on university committees, through which faculty contribute to the activities of the university.

Service to the university is an explicit responsibility of faculty and is also highlighted in our strategic plan. Faculty are encouraged to serve the university through committee or task force membership at the university level or at the level of USF Health. Membership on the University Faculty Senate is based on a University-wide election of nominated candidates. Faculty may self-nominate or be nominated by their peers for Senate seats. Upon request, the Dean recommends or appoints faculty to serve on ad-hoc committees or task forces. A listing of the faculty who serve in these functions and the committees, task forces and other efforts on which they serve is provided below in Table 1.5.d.:

Table 1.5.d. Faculty Serving as Members of University Committees

University Committee	Faculty Member	Rank	Department
Community Engagement Advisory Board USF	J. Baldwin	Professor	CFH
Research Misconduct Investigative Committee USF Women in Leadership & Philanthropy USF	J. Coreil	Professor	CFH
Sabbatical Committee USFH Community Engagement Advisory Board USF	M. Coulter	Professor	CFH
Tobacco Advisory Committee USF-H	E. Buhi	Assistant Professor	CFH
Institutional Bio-Safety Committee USF	A. Cannons	Assistant Professor	GLO
USF Scholarly Concentration on Health Disparities USFH	E. Daley	Associate Professor	CFH
Publications Council of Faculty Senate USF	R. DeBate	Associate Professor	CFH
African Initiatives Group USF	F. Jaward	Assistant Professor	EOH
Research Day Poster Committee (Judging) USFH	R. Kirby	Professor	CFH
Conflict of Interest USFH	J. Large	Assistant Professor	HPM
Institutional Bio-Safety Committee USF Institutional Animal Care and Use Committee USF	J. McCluskey	Assistant Professor	EOH
Graduate Council USF	K. O'Rourke	Professor	EPB
Center for Hospice Care, Palliative Care and End of Life Studies USF Curriculum & Governance, School of Aging Studies USF Doctoral Admissions Committee USF	H. Osman	Assistant Professor	EOH
Academic Integrity Committee USF Center for Indian Studies USF Emerging Health Science Degree USF Undergraduate Council USF University Academic Grievance Committee USF	K. Perrin	Associate Professor	CFH
Chemical Safety Hygiene USF University Safety Response USF	I. Richards	Associate Professor	EOH
Honors and Awards Council, Faculty Senate USF	A. Sear	Associate Professor	HPM
USF Steering Committee International Geosphere Biosphere Program USF USF School of Global Sustainability, Faculty Advisory Board USF	A. Stuart	Assistant Professor	EOH
Presidents' Alcohol Policy Task Force USF	J. Wolfson	Professor	EOH
USF Faculty Senate Research Council USF	Y. Huang	Assistant Professor	EPB
Patel Center Faculty Advisory Board USF	Y. Zhu	Professor	EPB
International Working Group USFH USF World Task Force USF	C. Callegari	Professor	GLO
IPE Council USFH USF Committee on Promotion and Tenure – Regulations and Guidelines USF	D. Sultan	Assistant Professor	HPM
Working Group for Collaboration between USF and Embry-Riddle Aeronautic University USF	N. Wagner	Associate Professor	EOH

University Committee	Faculty Member	Rank	Department
USF Health International Programs Working Group USFH Haiti Task Force USF USF World Task Force USF USF Health Leadership Group USFH Confucius Institute Advisory Board USF Center for India Studies Advisory Committee USF	A. DeBaldo	Professor	GLO
Search Committee for the School of Pharmacy USFH Research and Administration and Improvement Network USFH USF Associate Research Deans Committee USFH USF Health Clinical Translational Science Institute USFH USF Health Leadership Institute USFH USF Health Pharmaceutical Industry Relations USFH USF Health Research Committee USFH USF Health Post Doctoral Policies Development Committee USFH National Awards Resource Faculty Group USF Confucius Institute Oversight Committee USF Proposal Development Enhancement Task Force, Office of Research and Innovation USF Search Committee Associate Vice President for Research USF Royalty Revenue Sharing Taskforce, Office of Research and Innovation USF Search Committee for Dean Graduate School and Associate VP Research and Innovation USF Center for Drug Discovery and Innovation USF	W. Milhous	Professor	GLO
College of Medicine Search Committee for Chair, Department of Obstetrics and Gynecology USFH College of Pharmacy Search Committee for Associate Dean for Faculty Affairs and Associate Dean for Academic and Clinical Affairs USFH Scholarly Concentration Directors Committee USFH Academic Assessment Council, Office of Institutional Effectiveness and Assessment USF Associate Deans Council USF Administrative Assessment Council, Office of Institutional Effectiveness and Assessment USF Graduate Directors Committee USF Graduate Enrollment Management USF Graduate School Search Committee for Associate Dean USF Office of Community Engagement Advisory Group USF Process Improvement Team for Scholarship Awards USF Search Committee for Founding Director, School of Global Sustainability USF	D. Wathington	Associate Professor	CFH

University Committee	Faculty Member	Rank	Department
USF Council on Technology in Instruction and Research USF Course Management Advisory Committee	S. Srinivasan	Faculty Administrator	COPH
IRB Medical Board USF	L. Detman	Research Associate	COPH
Community Engagement Task Force USF	D. Jeffers	Faculty Administrator	COPH
Bachelor or General Studies Selection Committee USF General Education Council USF Student Health Advisory Council USF	L. Rusnak	Instructor	COPH
Administrative Space Committee USFH IS Governance Committee USFH	J. Evans	Associate Dean	COPH
USF World Task Force Co-Chair Search Committee, Dean, College of Marine Science Search Committee Chair, Dean, College of Nursing Tenure and Promotion Committee USF USF Health Leadership Team, Chair, USFH Graduate Education Coordinating Committee USF Science, Art and Culture Committee USF	D. Petersen	Dean	COPH

USF = USF-wide committee; USFH = USF Health committee

1.5.e. Description of student roles in governance, including any formal student organizations, and student roles in evaluation of school and program functioning.

Students actively engage in leadership functions and governance within the college, USF Health and the university. Within the college, as indicated in criterion 1.5.c., students have designated seats on three of the six standing committees - Academic Programs and Curriculum, Laboratory and Safety and Educational Technology and Assessment. In addition, students are represented on the accreditation steering committee, are invited to and do attend the annual state of the college presentation, where progress toward the strategic plan goals is reviewed, and are active in six student associations. These are described below:

Public Health Student Association

The Public Health Student Association (PHSA) represents graduate student interests in the COPH. PHSA encourages the interaction of students with faculty and staff so students may have some impact over program matters, knowledge of educational opportunities and guidance in directing their public health careers.

Global Health Student Association

Global Health has become a global discipline and public health professionals must understand and be prepared to address health issues and their determinants that span geopolitical boundaries. We all live on this small planet together and it is in our best interest to use an ecological approach to protect and nurture the human and physical resources available. The Global Health Student Association provides a wonderful opportunity for students to expand their educational experience into the international arena through a variety of activities and learning experiences.

Maternal and Child Health Student Organization

The purpose of MCHSO is to serve as a forum for students with an interest in Maternal & Child Health (MCH) to educate and increase awareness of MCH issues and projects within the United States and abroad; to connect students with service and learning opportunities in MCH; to create opportunities for mentorship and learning among alumni and students of the University of South Florida (USF); and to provide opportunities for interaction among students interested in MCH, as well as MCH faculty and staff. The MCHSO recently organized and hosted its second symposium. Entitled "Great Expectations" it featured national, regional and local experts on the topics of perinatal physical and mental health.

Infectious Disease Association

The Infectious Disease Association (IDA) has as its mission to promote the understanding of infectious diseases through guest lectures, student presentations, field trips and group discussions. All students are welcome to participate in association activities. Meetings are generally held bimonthly and include guest lectures, group discussions, student presentations and organization business. IDA is committed to contributing to public health through the education of fellow students and the community through participating in health fairs, attending conferences, participating in the planning of the annual flu-shot drive and National Public Health week, raising awareness of STI's and other infectious diseases, and teaching children about the importance of hand washing.

Sunshine ERC Student Organization

The Sunshine ERC Student Association (SERCSA) consists of all students who have been accepted into one of the five NIOSH-supported programs: Industrial Hygiene, Occupational Health Nursing, Occupational Health Psychology, Occupational Medicine and Occupational

Safety. The primary purpose of the SERCSA is to provide its students with interdisciplinary academic and social opportunities. We hope that these activities will enhance and enrich our students' learning and personal experiences while attending USF.

Health Care Management Student Association

The objectives of the Healthcare Management Student Association include providing a vehicle for constructive student involvement, recognition, and representation in the profession of health services administration; providing an opportunity for students to meet with local and regional health services executives to enhance academic and career opportunities; establishing congruence between graduate and professional continuing educational activities to foster a skillful and sensitive approach to health services administration; and providing faculty and students in health services administration with a forum for professional dialogue.

Eta Gamma Sigma

Eta Sigma Gamma is the National Professional Health Education Honorary Society. The primary purpose of Eta Sigma Gamma is to enhance the professional competence and dedication of individual members to the profession of health education. The University of South Florida Chapter is open to graduate students who have a health education focus and value the ideals of teaching, service and research.

COPH students also hold seats on other committees such as the International Health Services Collaborative, a student-developed, student-led group from across the colleges and schools at USF Health that organizes service learning trips to low income nations over spring and summer breaks. The PHSA also coordinates efforts across USF Health with the respective student organizations in the other colleges. These include social events like the annual E-Ball ("E" for "Escalapius"), the USF Health Dine with the Deans evening, and other activities and service events like the annual college of public health flu shot drive. This year the students across USF Health together with others across USF organized a campus-wide event called "Science in Society" that was held in the main campus student center designed to inspire a broad audience to want to understand science in a social context and to foster an appreciation of how science and society enable one another. Of note, four of the six presenters were faculty from the COPH. Finally, a representative of PHSA serves on the University-wide Technology Fee committee, providing input on behalf of COPH students on the distribution and use of student fees collected to support technology at USF.

1.5.f. Assessment of the extent to which this criterion is met.

The criterion is met. The COPH has an effective governance structure that supports faculty rights and responsibilities and involves and supports students wherever possible.

Strengths: The COPH provides an atmosphere that supports shared governance and creates opportunities for ongoing communication and open dialogue. The Dean presents updates on the budget or other USF matters routinely to the faculty assembly. Various committees function effectively to conduct the work of the COPH. Faculty members contribute actively to COPH governance and also contribute to USF Health and USF main campus governance through their participation on various committees and task forces. Students have opportunities to contribute to COPH and USF Health and USF main campus governance and to their own governance of efforts that are important to them.

Weaknesses: None identified.

Plans: We need to develop clear mechanisms for undergraduate students to be directly involved in governance. With most of the graduate courses offered in the evenings and on weekends and undergraduate courses offered during the day, we will need to clearly identify the means to enable all interested students to be involved.

1.6 Resources.

The school shall have resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

1.6.a. A description of the budgetary and allocation processes, sufficient to understand all sources of funds that support the teaching, research and service activities of the school. This should include, as appropriate, discussion about legislative appropriations, formula for funds distribution, tuition generation and retention, gifts, grants and contracts, indirect cost recovery, taxes or levies imposed by the university or other entity within the university, and other policies that impact on the resources available to the school.

Budget Process

As a unit of USF, the COPH is a part of a state affiliated institution that reports through its Board of Trustees to the Board of Governors for the State University System (SUS). The SUS annually makes recommendations to the Florida Legislature on funding issues for the 11 universities in the state system. The Florida Legislature determines the final allocations of state resources to the universities at the end of May, with the Governor having final authority through the signing of the budget. This process is typically concluded in advance of the July 1 – June 30 fiscal year, allowing a short window of time for the universities to react to any budgetary changes, positive or negative, for the coming fiscal year.

Together with the Colleges of Medicine and Nursing, the COPH reports through the Vice President of USF Health. Historically, USF Health has received its annual state budget appropriation directly from the State of Florida. The USF Health Vice President's Office involves each college directly in the budget development and allocation process. Each college presents annual future enrollment projections that are submitted to the SUS. Prior to the global recession, these estimates were used by the Florida Legislature to fund growth where it was projected. Within USF Health, these resources were returned directly to the college that requested them, allowing support for the activities needed to meet projected enrollment increases. Due to the State's fiscal restraints, no enrollment growth has been funded since 2006-07.

Each USF unit is annually asked to develop an all-source budget, whereby the COPH projects revenue and expenditures for all its various fund sources to develop its annual budget and to develop plans for future years. Within the COPH, the Associate Dean for Finance & Administration is responsible for developing the annual all-source budget for the COPH. During this process, each faculty member, center, department and administrative unit is asked to prepare a budget plan for funds for which they are the accountable officer for the upcoming fiscal year. These individual plans are then consolidated into department and COPH-level data, which are presented by the COPH Dean to the USF Health Vice-President. The Vice-President's Office then consolidates the data for all three colleges and presents the data to the USF President and the USF Board of Trustees.

Tuition Generation and Retention

Within the SUS system, undergraduate tuition rates are set by the Florida Legislature. Effective in the 2008-09 fiscal year, the Legislature approved a Differential Tuition process, allowing the University of South Florida, University of Florida, and Florida State University to assess an

additional increase in undergraduate tuition levels, up to a total of 15% in any given year, until that point where the tuition rates at the universities are equivalent to the national average tuition for public institutions. While the Legislature allowed universities to increase their tuition rates under this plan, they also put requirements on the use of these new resources. Of the tuition generated, 30% must be allocated to support need-based financial aid for USF undergraduate students, with the remaining 70% dedicated to the enhancement of undergraduate education. Within COPH, these funds are used to support faculty instructors assigned to undergraduate education and an undergraduate advisor who provides support to students in the program.

Graduate tuition rates are set at the discretion of each university. Annually, the tuition rate charged to Florida residents as well as that assessed to out-of-state students is reviewed, and recommendations made for any changes to the current cost structure. The USF Board of Trustees is responsible for the determination of annual tuition increases or decreases related to the differential tuition rate as well as graduate tuition levels. With the start of the 2009-10 academic year, the Board permitted the waiver of the out-of-state fee for graduate students who either received fellowships or were appointed as graduate assistants. Whereas this action reduces tuition collections, it enhances recruitment and retention of high quality students from outside Florida.

Within USF Health, each college receives its allocation of new resources based on increases to the tuition rates at the undergraduate and graduate levels proportional to its funded enrollment plan. Each college's annual educational and general (E&G) base budget includes not only the recurring state appropriations but its expected tuition generation based on its funded enrollment plan. In addition to allocating these resources directly to the colleges based on funded enrollment, USF Health allows each college to retain any tuition generated in excess of its funded enrollment plan. Thus, the COPH retains 100% of tuition generated through its courses. These funds are typically released late in the fiscal year or at the beginning of the new fiscal year and are considered non-recurring cash resources available to further the COPH mission.

COPH Budget Fund Allocations

The COPH leadership team has developed a transparent budget process where decisions on the allocation of resources are determined through collaborative discussions involving the Dean, Associate Deans, and Department Chairs. Strategic decisions regarding the formula for the distribution of resources, from state funds to indirect cost recovery, are undertaken by this leadership team, as are the decisions made when budget reductions are required.

The Deans and Chairs annually discuss the distribution of state resources, including the operating budget, scholarship and tuition waiver budget, prior year end carry forward and any excess tuition dollars earned during the academic year. Philosophically, the COPH operates on a premise that revenue should accrue to those units that generate it, with related expenses following the revenue. This practice has resulted in more resources being allocated to the departments, and allowed the Chairs more autonomy in the decision of how resources are used to further their academic, research and service missions. With this philosophy in place, departments are allowed to keep all unspent state dollars allocated to them annually from prior years to supplement their annual operating budget and allow them to fund new department initiatives.

The operating budget formula for an upcoming fiscal year is decided upon the spring prior to the start of the fiscal year. Whereas the formula has changed slightly over time, typically, 60% of the state funded operating budget is allocated to the departments, and 40% is allocated to support COPH-wide functions through the offices of the Dean and Associate Deans. From the 60%

allocated to academic departments, an equivalent small across-the-board amount is allocated to each department. Remaining resources are distributed based on faculty FTE and headcount, student FTE production, and the number of degree accepted students in each department.

Scholarship and tuition waiver funds are allocated in a similar manner. The Chairs and Associate Deans annually recommend to the Dean the number and amounts of scholarship and fellowship awards to be distributed to incoming and returning students. The remaining funds from the tuition waiver and scholarship budget are then distributed to the academic departments based on their student enrollment productivity from the prior year. Any unspent budget at the end of the year is typically carried over to augment the next year's budget.

Like the scholarship/tuition waiver and operating budgets, the distribution of excess tuition is discussed among the Associate Deans and Chairs, with a recommendation forwarded to the Dean. Prior to the funds generated in 2008-09, the majority of resources generated and returned to the COPH were due to the large FTE production at the undergraduate level. As such, the agreed upon distribution formula involved 75% being distributed based on the FTE produced in undergraduate courses by each unit, with the remaining 25% allocated to the Dean's Office for COPH-wide initiatives. As graduate FTE increased, the allocation formula in 2008-09 changed to recognize this trend and 37.5% of the funds generated were distributed to the units based on their graduate FTE production, and the remaining 37.5% based on their undergraduate FTE. As total COPH tuition collections continued to increase, in 2009-10 the Chairs and the Deans agreed to split the excess collections differently, allocating \$1M to distribute among the departments and Dean's Office, and placing \$908,021 in a Strategic Investment Fund. The group then initiated a collective process to determine how best to use these funds to advance the COPH's strategic plan. Final allocations were made to support faculty, staff, and student professional development; support staff positions in key strategic areas; to allocate additional funds to the recruitment of doctoral and masters students for 2010-11; to support the development of international academic and research collaborations; to provide pilot project funding for junior faculty; and to fund three \$100,000 interdisciplinary seed grants for COPH faculty. Based on the timing of the release of the funds, the projects funded in the 2009-10 year are expected to continue through the 2010-11 year. Excess tuition funds generated during the 2009-10 academic year will be released as part of the COPH's budget for the 2010-11 fiscal year. COPH leaders have agreed again to a split return, with \$1.2M being distributed to the Dean's Office and departments, and an additional \$1.6M allocated to new and ongoing strategic investments.

Gifts, Grants, and Contracts

Gifts to the COPH are received through the USF Foundation, a private not-for-profit corporation chartered pursuant to Florida law as the legal conduit for the solicitation, acceptance, investment and distribution of all private gifts made to the University of South Florida. The USF Foundation Board annually reviews the Endowment Spending Policy and approves the dividend rate on investment funds, currently set at 4%. Gifts to individual programs, initiatives or the COPH are assigned directly to the appropriate fund. Within the COPH, gifts support a wide range of activities and purposes, from the Marrell Endowed Chair for Research on Down Syndrome to the James & Jennifer Harrell Center for the Study of Family Violence to individual department initiatives, student scholarships, and alumni development activities.

All grants and contracts at USF are administered through the office of the USF Vice-President for Research and Innovation (ORI). ORI is responsible for the coordination of institutional research initiatives and provides support for USF-wide research programs. Under the auspices of this office are the Divisions of Sponsored Research, Comparative Medicine, Technology

Development, Patents & Licensing and Research Compliance. Research Financial Management, USF's unit responsible for post-award administration, reports to the USF Controller, and is tasked with providing the financial services required to administer sponsored research awards and activities.

The Vice President for the Office of Research and Innovation also provides direction to the USF Research Foundation, a not-for-profit direct support organization of USF that was established to provide a way to ensure that discoveries, inventions, and work products of USF faculty, staff and students can be transferred from USF for the public's benefit. The Research Foundation serves as the fiscal agent for USF on private gifts and contracts, and is responsible for receiving and administering all royalties related to intellectual property. COPH faculty have occasional projects that are administered through the USF Research Foundation, however the bulk of faculty research activity is managed through USF proper.

Each college at USF is responsible for the oversight of its own pre- and post-award administrative functions. The COPH Office of Research Administration is a centralized unit reporting to the Associate Dean for Research that works directly with COPH faculty to develop and submit proposals, to manage post-award activities, to ensure compliance with all applicable University, State, and Federal guidelines, and to manage the grant close-out process in a timely manner. The Associate Dean is responsible for reviewing all proposals submitted by COPH faculty. COPH departments and their faculty are assigned a Research Administrator who guides them through the various processes from proposal development to grant closeout as well as an accountant to support the day-to-day fiscal aspects of projects. Budgets and expenditures are tracked regularly by project and principal investigator so as to ensure each faculty member can undertake their scope of work on individual projects within the limits of the award.

Indirect Cost Recovery

Indirect costs generated on grants and contracts are collected by the USF Office of Research & Innovation (ORI) throughout the fiscal year. After the close of the fiscal year, ORI determines the amount of F&A generated and collected on behalf of each college and unit. Prior to the 2007-08 fiscal year, the university returned thirty percent of the collected overhead funds to the unit generating them. These funds were typically distributed in the fiscal year after the one in which they were earned, meaning for example that overhead billed to grants and contracts during the 2007-08 fiscal year were returned to colleges during the 2008-09 fiscal year. For overhead earned during the 2007-08 and 2008-09 fiscal years, the university initially returned less than 30% to the university community (20% in FY 2009 and 16.6% in FY 2010). It corrected this during the 2010-11 fiscal year, distributing the remainder of the funds to the units, including COPH, such that a full 30% was distributed consistent with prior years practice. Indirect costs generated during the 2009-10 fiscal year have not been returned as of the submission of this report. For indirect costs generated during the 2009-10 fiscal year, ORI has announced its intention to distribute a fixed sum collectively equivalent to \$5,000,000 to all units by formula in May or June 2011. In 2010 this resulted in an indirect return rate of approximately 16.6% to all units including the COPH.

Indirect cost dollars generated by grants and contracts through the College of Public Health research awards are returned directly to the College consistent with USF policy for the given year. Historically, the 30% return to the College was split equally, with the PI, home department and College receiving one third (10%) of the indirect costs recovered. For specially designated research centers, the 30% return was split evenly between the center and the Dean's Office. Effective with the return of indirect dollars generated during the 2007-08 fiscal year, the College implemented a change in its own distribution policy. After discussion with the COPH

community, the allocation formula was changed to one where 25% of any indirect cost generated was returned to the faculty, 25% to the department, and 50% to the Dean's Office. For projects where there are multiple faculty involved from more than one department or college, the allocation of any accrued indirect dollars are determined in advance and distributed according to the agreement.

Auxiliary Activities

USF allows units to establish and operate auxiliary accounts. These accounts allow for the collection of revenue and allocation of expenditures that support the provision of goods and services that enhance, promote or support USF's instruction, research, public service, and campus support functions in order to meet the needs of students, faculty, staff, and members of the public participating in USF events or programs. For faculty or programs interested in establishing an auxiliary, an application is developed that includes a proposed budget and the rationale as to how the initiative supports USF's mission. Applications are reviewed by the Dean's Office and the USF Controller's Office for potential tax issues and to ensure that the request is consistent with USF's expectations for these programs.

The COPH currently has 11 active auxiliary programs coordinated by COPH faculty and administration. Through the Associate Dean for Finance & Administration's Office, the COPH budget coordinator works with each accountable officer to develop the annual budget statement required by USF to ensure the timely and accurate billing of third party customers, and manages the monthly accounting and cash flow analysis. COPH activities that run through auxiliary funds include initiatives such as off-campus student fees that support the cost of the delivery of distance learning courses, laboratory fees associated with Department of Global Health course offerings, the COPH copy center, formal educational programs through the Public Health Practice Program, the provision of social marketing expertise to public and private partners, and workforce development in areas such as global public health practice and public health leadership development through the Florida Public Health Leadership Institute.

Continuing Education

Within USF Health, formal continuing education programs are coordinated by the Office of Continuing Professional Development through the USF Health Professions Conferencing Corporation (USF HPCC). As a not-for-profit direct support organization of USF, HPCC provides accreditation, education, and conference management services to meet the continuing education needs of professionals regionally, nationally and internationally. All formal COPH continuing education programs are offered in conjunction with or through HPCC. Currently, the COPH offers a variety of formal continuing education programs, including those in the areas of occupational safety and health, social marketing, and maternal and child health. Program revenue supports all costs associated with delivering the program, including those of HPCC and the program personnel. Residual funds are set aside in departmental or college accounts to underwrite future continuing education offerings.

Taxes on Resources

The COPH is assessed few taxes on its financial resources. The philosophy in USF Health is to return the revenue to the various units and colleges that have generated them; there have been no assessments to date by the Senior Vice President for Health. At the start of the 2009-10 fiscal year, USF leadership decided to implement a 10% tax on all State carry-forward funds, with a portion of the funds used to enhance USF infrastructure and the remaining resources allocated to special projects or initiatives by the President. As described above, the USF Vice-President for Research retains the majority of the indirect costs generated by USF faculty to support USF's research infrastructure, ranging from 70% prior to the 2007-08 fiscal year to

83.4% generated during the 2008-09 year. All expenditures through USF auxiliary funds receive a 6% assessment, which is used to support the USF-wide financial and administrative infrastructure.

1.6.b. A clearly formulated school budget statement, showing sources of all available funds and expenditures by major categories, since the last accreditation visit or for the last five years, whichever is longer. This information must be presented in table format as appropriate to the school.

Table 1.6.b. summarizes COPH revenue and expenses from 2005-06 through 2009-10. Each reported fiscal year represents the time period of July 1- June 30. The COPH annual budget from all fund sources ranged from \$37.5M in FY06 to \$44M in FY10, with a high of \$47M in 2007-08. Annual State appropriations and tuition revenue accounted for 28.91% of the budget in FY06, dropping to 26.07% in FY10. Contract and grants make up the largest revenue source in the COPH, with sponsored awards ranging from 44% in FY 06 to 49% of in 2009-10. Year-end carry forward funds from State allocations as well as residual overhead funds account for an average of 10% of COPH revenue budget over this period.

The turbulence of the economic recession in Florida is reflected in the summary of state appropriations found in row two of Table 1.6.b, as appropriations ebbed and flowed with a combination of new recurring funds, new non-recurring resources, and several years of budget reductions. Over the five year period reflected in Table 1.6b, COPH received \$1,120,621 in new recurring resources. Recurring funds were provided in FY06 and FY07 for faculty and staff salary increases and for enrollment growth, the last year that the state provided this funding during the reported period. Recurring funds have also been generated annually through the increase of graduate and undergraduate tuition rates. To support the Lawton and Rhea Chiles Center, non-recurring resources of \$535,696 were allocated by the Legislature in 2006-07, with an additional one-time provision of \$225,656 in 2007-08. In 2009-10, the College received \$516,332 in non-recurring Federal Stimulus funds to help offset reductions that year. While the new funds sparked growth in the College, there have been annual reductions since the 2007-08 fiscal year. Between 2007-08 and 2009-10, the College absorbed base recurring reductions totaling \$1,452,862. The College absorbed these reductions through a combination of returning new state resources, operating budget resources, faculty retirements, and vacant positions, with a loss of only two filled staff positions over those three years.

While these reductions were painful, the College was able to not only maintain efforts but thrive through continued enrollment growth at both the graduate and undergraduate levels. USF Health allows the College to retain all of the tuition it generates through its academic programs, total collections which are reflected in the first row of Table 1.6.b. As described in section 1.6.a of this document, when the College generates tuition revenue above the budgeted estimate, it is also retained by the College. These excess tuition collections resulted in an additional \$5,658,329 of non-recurring funds released above the College's base budget allocation between FY06 and FY10.

The COPH generates the rest of its budget from a variety of other sources, including grants and contracts, indirect cost returns, continuing education, auxiliary programs and initiatives, and development. The COPH successfully competed for funding from the SUS system to support two faculty recruits in the Department of Global Health through the 21st Century World Class Scholar Program. The program provided two individual awards of \$1M each, with each requiring a \$1M match. The COPH provided \$500,000 of the match, with the remaining \$1.5M met through University resources. These funds supported start-up costs for the new faculty as well

as contributed to the funding of the construction of expanded laboratory space, a small vivarium and USF's only insectary.

Over the past five fiscal years, expenditures have ranged from a low of \$27.2M to a high of \$33.4M. The majority of expenditures have been in faculty and staff salaries and benefits, between 53% and 62% of total annual expenditures over the five-year period. When non-salary personnel expenditures are added, the range increases to between 58% and 68% of total expenditures annually. In 2009-10, COPH spent \$2.3M in student support, 6% of total expenditures, up from 4% in 2005-06. Expenditures from State funds, including tuition collections and prior year carry-forward, represent 36% of the expenditures during the five-year period. During the same period of time, grants/contracts represented 53% of the funding source for COPH expenses. Auxiliary, overhead funds, continuing education, and expenditures through the USF Foundation provided support for over \$13M in expenditures during the same period.

Table 1.6.b : Summary of Revenues & Expenses, 2005-06 – 2009-10

Source of Funds	FY 05/06	FY 06/07	FY 07/08	FY 08/09	FY 09/10
Tuition ¹	\$3,928,025	\$4,509,249	\$4,423,642	\$4,872,352	\$4,489,926
State Appropriations ²	\$6,934,807	\$8,162,231	\$7,931,476	\$7,931,476	\$7,003,767
University Funds ³	\$1,407,566	\$421,174	\$3,889,166	\$1,884,830	\$2,395,200
21 st Century World Class Scholar		\$2,620	\$1,370,207	\$491,703	\$135,470
Grants/Contracts ⁴	\$16,113,696	\$18,096,595	\$23,941,242	\$18,168,697	\$16,634,271
Indirect Cost Recovery ⁵	\$1,271,065	\$866,987	\$598,392	\$510,829	\$513,393
Endowment Principal	\$3,041,814	\$3,044,281	\$3,056,390	\$3,156,840	\$3,238,795
Gifts ⁶	\$181,095	\$213,625	\$216,565	\$247,001	\$276,169
Auxiliary Programs ⁷	\$785,991	\$1,025,307	\$1,285,040	\$1,498,314	\$1,270,063
Continuing Education ⁸	\$716,551	\$1,579,257	\$2,226,277	\$1,609,984	\$1,427,776
Total Revenues	\$34,513,280	\$39,631,995	\$47,836,938	\$38,923,955	\$37,271,302
Expenditures					
Faculty Salary	\$9,319,215	\$9,558,091	\$10,467,910	\$10,373,966	\$10,248,022
Staff Salary	\$3,435,462	\$3,948,469	\$3,803,827	\$3,197,124	\$3,888,726
Benefits ⁹	\$3,271,099	\$3,456,761	\$3,724,856	\$3,879,365	\$3,837,258
Non-Salaried Employees ¹⁰	\$2,173,013	\$1,480,580	\$1,537,089	\$1,400,825	\$2,550,931
Operations ¹¹	\$9,987,506	\$7,578,794	\$11,409,257	\$11,965,624	\$10,799,773
Travel	\$738,746	\$895,306	\$867,762	\$801,442	\$953,889
Student Support ¹²	\$1,109,253	\$1,552,619	\$1,532,241	\$1,874,214	\$2,306,383
Capital Expenditures	\$471,520	\$641,947	\$1,717,032	\$681,067	\$367,856
Continuing Education	\$463,682	\$1,365,632	\$1,518,594	\$1,506,965	\$1,217,960
F&A Expense ¹³	\$2,571,771	\$1,994,641	\$2,579,942	\$3,093,673	\$3,309,457
University Tax ¹⁴	(\$2,576,036)	(\$1,704,784)	(\$1,396,246)	(\$2,069,114)	(\$2,741,233)
Total Expenses less University Taxes	\$30,904,571	\$29,626,627	\$36,102,032	\$35,866,475	\$35,711,363

Notes

1. Includes all tuition generated in the Summer, Fall and Spring of the fiscal year in question
2. Funds allocated to COPH by the State of Florida annually
3. University funds include residual funds rolled over from the prior fiscal year to the new year from state allocations, tuition generation, and overhead dollars.
4. Grants/Contracts reflects the budget posted in the University's financial system within the budget year for sponsored research awards. Award that cross fiscal years are reflected in the year that the budget is first posted by USF. Dollars include those through USF and the USF Research Foundation.

5. Indirect Cost Recovery reflects indirect cost returned to the College during the given fiscal year, based on indirect cost expenditures during the prior fiscal year.
6. Reflects gifts and interest earned on endowment principal during the fiscal year through the USF Foundation.
7. Auxiliary Operations revenue reflects cash collections through the College's variety of auxiliary programs
8. Continuing Education revenue reflects those dollars generated through formal continuing education programs run through USF Health Professions Conferencing Corporation
9. Benefits reflect benefits paid for both faculty and staff positions during the fiscal year.
10. Non-salaried employees include adjunct faculty, administrative & clerical staff, and hourly student employees.
11. Operating expenses include typical expenditures not reflected in other expenditure categories.
12. Student support includes student tuition waivers, financial aid, scholarships, stipends, and graduate assistant salaries expended in support of CPH students.
13. F&A expense reflects the actual indirect cost expenditures on grants/contracts during the fiscal year.
14. University tax includes the indirect cost dollars retained by the USF Office of Research & Innovation annually as well as a 10% tax on state & tuition dollars carried forward into the 2009-10 fiscal year.

1.6.c. If the school is a collaborative one sponsored by two or more universities, the budget statement must make clear the financial contributions of each sponsoring university to the overall school budget. This should be accompanied by a description of how tuition and other income is shared, including indirect cost returns for research generated by school of public health faculty who may have their primary appointment elsewhere.

Not applicable

1.6.d. A concise statement or chart concerning the number (headcount) of faculty in each of the five concentration areas (and any other concentration areas identified in Criterion 2.1) employed by the school as of fall for each of the last three years. If the school is a collaborative one, sponsored by two or more institutions, the statement or chart must include the number of faculty from each of the participating institutions.

The CPH recruits faculty into departments, not concentrations specifically. As highlighted in Table 2.1.a, CPH concentrations are reported within the academic departments. Table 1.6.d. below indicates the number of ranked faculty (assistant, associate or full professor) within each department during the last three years. The total number of ranked faculty decreased from 2010 to 2009 due to a university early retirement initiative, the ending of grant funding or the resignation of a faculty member to accept a position at another institution.

Table 1.6.d: Head Count Ranked Faculty by Department - 2007/08 – 2009/10

Department	Ranked Faculty Fall 2010	Ranked Faculty Fall 2009	Ranked Faculty Fall 2008
Community & Family Health	17	18	17
Environmental & Occupational Health	14	17	19
Epidemiology	9	8	9
Biostatistics	5	6	6
Global Health	15	17	17
Health Policy / Management	7	7	6
TOTALS	67	73	74

Key: Ranked Faculty = Faculty at the Assistant Professor, Associate Professor, and Professor levels who support the teaching, research, service/practice programs of the department.

1.6.e. A table showing faculty, students, and student/faculty ratios, organized by department or specialty area, or other organizational unit as appropriate to the school for each of the last three years. These data must be presented in table format (see CEPH Data Template B) and include at least the following information: a) headcount of primary faculty who support the teaching programs (primary faculty are those with primary appointment in the school of public health), b) FTE conversion of faculty based on % time or % salary support devoted to the instructional programs, c) headcount of other faculty involved in the teaching programs (adjunct, part-time, secondary appointments, etc), d) FTE conversion of other faculty based on estimate of % time commitment, e) total headcount of core faculty plus other faculty, f) total FTE of core and other faculty, g) headcount of students in department or program area, h) FTE conversion of students, based on 9 or more credits per semester as full-time, i) student FTE divided by regular faculty FTE and j) student FTE divided by total faculty FTE, including other. All schools must provide data for a), b) and i) and may provide data for c), d) and j) depending on whether the school intends to include the contributions of other faculty in its FTE calculations. Note: CEPH does not specify the manner in which FTE faculty must be calculated, so the school should explain its method in a footnote to this table. In addition, FTE data in this table must match FTE data presented in 4.1.a and 4.1.b.

Table 1.6.e describes the number of faculty and students by headcount and FTE during the 2007-08, 2008-09, and 2009-10 academic years. The academic year is defined as the Fall, Spring and Summer terms of the identified year. Students enrolled in the Public Health Practice program are reflected as well as those in Biostatistics, Community and Family Health, Epidemiology, Environmental and Occupational Health, Global Health, and Health Policy and Management.

As the Public Health Practice Program is a CPH-wide interdisciplinary degree, the faculty who teach in the program are counted in the headcount and FTE numbers of their academic home, and as such are not identified in the table in comparison with PHP students. The total student faculty ratios by core and total faculty FTE include PHP students as part of the total student FTE.

The CPH boasts excellent student-faculty ratios in total and in each of the core disciplines. Whereas the ratios within the Department of Health Policy and Management are the highest in the CPH, the anticipated successful closure of multiple pending recruitments will allow the department student-faculty ratios to drop to less than ten to one.

Table 1.6.e. Faculty, Students, and Student/Faculty Ratios by Department or Specialty Area, 2007 - 2010

2007-2008	HC Core Faculty	FTEF Core	HC Other Faculty	FTEF Other	Total Faculty HC	Total FTEF	HC Students FT	HC Students PT	FTE Students	SFR by Core FTEF	SFR by Total FTEF
Community & Family Health	21	20.3	17	3.83	38	24.13	76	67	106.28	5.24	4.4
Env/Occ Health	20	16.87	9	0.66	29	17.53	30	32	43.72	2.59	2.49
Epidemiology	9	8.85	3	0.29	12	9.14	36	45.5	58.78	6.64	6.43
Biostatistics	7	7	1	0.25	8	7.25	16	14.5	22.61	3.23	3.12
Global Health	17	16.25	6	2.1	23	18.35	81	25	94.39	5.81	5.14
Health Policy Management	6	5.75	6	1.33	12	7.08	49	48	72.28	12.57	10.21
Totals for 5 Major Depts.	80	75.02	42	8.46	122	83.48	288	232	398.06	5.31	4.77
										Overall Avg Incl PHP students	Overall Avg Incl PHP students
Public Health Practice	**	**	**	**	**	**	26	94	73.33	N/A	N/A
Academic Affairs/ Dean's Office	3	2.9	15	6	18	8.9					
TOTALS	83	77.92	57	14.46	140	92.38	314.00	326.00	471.39	6.05	5.10
2008-2009	HC Core Faculty	FTEF Core	HC Other Faculty	FTEF Other	Total Faculty HC	Total FTEF	HC Students FT	HC Students PT	FTE Students	SFR by Core FTEF	SFR by Total FTEF
Community & Family Health	17	16.3	22	5.13	39	21.43	86	58	116	7.12	5.41
Env/Occ Health	18	15.82	11	1.42	29	17.24	31	29	44.89	2.84	2.6
Epidemiology	9	8.67	3	0.19	12	8.86	46	45.5	64.81	7.48	7.31
Biostatistics	5	5	3	0.55	8	5.55	23.5	18	32.28	6.46	5.82
Global Health	17	16.25	6	2.38	23	18.63	109.5	27.5	123.86	7.62	6.65
Health Policy Management	7	6.5	5	1.08	12	7.58	61	53	90.11	13.86	11.89
Totals for 5 Major Depts.	73	68.54	50	10.75	123	79.29	357	231	471.95	6.89	5.95

2008-2009	HC Core Faculty	FTEF Core	HC Other Faculty	FTEF Other	Total Faculty HC	Total FTEF	HC Students FT	HC Students PT	FTE Students	SFR by Core FTEF	SFR by Total FTEF
										Overall Avg Incl PHP students	Overall Avg Incl PHP students
Public Health Practice	**	**	**	**	**	**	37	135.00	105.11	N/A	N/A
Academic Affairs/Dean's Office	3	2.9	8	3.75	11	6.65					
TOTALS	76	71.44	58	14.5	134	85.94	394	366	577.06	8.08	6.71
2009-2010	HC Core Faculty	FTEF Core	HC Other Faculty	FTEF Other	Total Faculty HC	Total FTEF	HC Students FT	HC Students PT	FTE Students	SFR by Core FTEF	SFR by Total FTEF
Community & Family Health	19	18.3	19	4.72	38	23.02	108	68	143.33	7.83	6.23
Env/Occ Health	17	14.4	14	2.06	31	16.46	44	32	60.67	4.21	3.69
Epidemiology	9	8.62	5	0.52	14	9.14	46.5	48	66.89	7.76	7.32
Biostatistics	5	5	3	0.58	8	5.58	22	18	29.89	5.98	5.36
Global Health	17	16.5	9	3.18	26	19.68	127.5	43	149.67	9.07	7.61
Health Policy Management	7	6.6	5	1.08	12	7.68	66	53	93.22	14.12	12.14
Totals for 5 Major Depts.	74	69.42	55	12.14	129	81.56	414	262	543.67	7.83	6.67
										Overall Avg Incl PHP students	Overall Avg Incl PHP students
Public Health Practice	**	**	**	**	**	**	34	164	120	N/A	N/A
Academic Affairs/Dean's Office	3	3	6	2.25	9	5.25					
Totals	77	72.42	61	14.39	138	86.81	448	426	663.67	9.16	7.65

Key:

HC = Head Count

Core = full-time faculty with primary appointments in COPH as Instructor, Assistant Professor, Associate Professor, or Professor who support the teaching programs.

FTE = Full-time-equivalent

FTEF = Full-time-equivalent faculty

Other = adjunct, part-time and secondary faculty

Total = Core + Other

SFR = Student/Faculty Ratio

NOTES – Faculty Portion

Other = Adjunct, courtesy, affiliate, and joint faculty appointments who contribute to the college/department by performing teaching-related functions.

FTE for Adjuncts was determined by using the appointed FTE in the university's personnel/payroll system. Adjunct faculty have paid appointments in COPH.

FTE for courtesy, affiliate and joint appointments was calculated using a standard annualized formula: (.08 per course taught; .04 if co-instructor; .03 or .05 for contract courses depending upon type). Courtesy, affiliate and joint appointments have primary appointments outside COPH or USF.

* USF undergraduate students have taken courses at COPH to fulfill their minor requirements.

** The PHP courses are taught by the core faculty and other faculty who have already been counted in the department figures.

NOTES – Student Portion

FT = Full-time students (9 credit units or more per Fall or Spring, 6 or more for Summer)

PT = Part-time students

FTE = Full-time equivalent students

Dual concentration students count as .5 student for each concentration

All students enrolled in any term of the academic year were included. FT/PT status and credit hours were determined by the Fall enrollment. If not enrolled in Fall, then Spring enrollments was used. If not enrolled in Fall or Spring, then Summer enrollment was used. If student was enrolled FT, then FTE=1. If student was enrolled PT, then FTE=Credit hours/9 for Fall or Spring enrollment, Credit hours/6for Summer.

1.6.f. A concise statement or chart concerning the availability of other personnel (administration and staff).

For the COPH to meet its teaching, research and service missions, there must be sufficient qualified personnel to support the needs of faculty and students. As of Fall 2010, there are 139 staff and research faculty to support the COPH Dean, Associate Deans, and departments. For Table 1.6.f., administrative/professional staff are defined as professional positions that support the COPH's mission regardless of funding source. Research professionals are non-ranked faculty research positions. Support staff includes both salaried and hourly personnel, regardless of funding source, that sustain the activities of the faculty and meet the needs of the COPH students. Figures represent faculty and staff headcount within their respective program areas.

Table 1.6.f. Availability of Other Personnel, Fall 2010 (Headcount)

Other Personnel	Administrative / Professional Staff	Research Professionals	Support Staff	Total
Office of the Dean	0	0	1	1
Associate Dean for Academic & Student Affairs	9	0	7	16
Associate Dean for Faculty & Staff	2	0	4	6
Associate Dean for Finance & Administration Affairs	2	0	10	12
Associate Dean for International Programs	3	0	2	5
Associate Dean for Research	7	0	4	11
Department of Community & Family Health	7	7	10	24
Department of Environmental & Occupational Health	16	0	12	28
Department of Epidemiology & Biostatistics	1	0	6	7
Department of Global Health	1	15	11	27
Department of Health Policy & Management	1	0	1	2
Totals	49	22	68	139

1.6.g. A concise statement or chart concerning amount of space available to the school by purpose (offices, classrooms, common space for student use, etc.), by program and location.

The COPH is located primarily within the USF Health complex. COPH faculty, staff and students are located in six different on-campus buildings that support the operation of education, research and training missions. Table 1.6.g. highlights the space available by type to each academic department and in support of COPH-wide administrative and academic functions.

Table 1.6.g. assignable space by function

	Total Assignable Sq Ft	Classroom, Conference Room & Study Space	Office & Office Support Space	Labs & Lab Support Space
College	27,826	17,235	10,591	0
EOH	18,791	1,091	7,806	9,894
EPB	3,990	319	3,671	0
HPM	2,419	317	2,102	0
CFH	12,544	1,969	10,575	0
GLH	20,619	2,998	3,288	14,333
Totals	86,189	23,929	38,033	24,227

The primary COPH building was completed in 1991 and offers 48,536 assignable square feet (ASF) of space. Housed within this facility are the majority of COPH primary classrooms and

faculty and staff offices. The COPH building offers 11 classrooms that range in size from 15 to 150 seats. There are three adjoining auditoriums that can be opened to accommodate up to 450 persons for large classes, conferences, or presentations. In addition, five conference rooms are used for small seminar courses as well as providing meeting and study space for COPH faculty, staff and students. The COPH houses the largest computer training lab within USF Health, with 47 computer workstations regularly used for classes and other training programs.

All COPH classrooms and conference rooms have ceiling mounted projector systems managed through a wall mounted control system that allows for the use of a variety of audio-visual devices. Three classrooms currently have network and power connections at each seat, easing the use of laptops by students in these classrooms. Wireless connectivity is available throughout the building. In support of its educational mission, the COPH was awarded funding from the USF-wide technology fee to upgrade and enhance the learning environment in the three auditoriums and other small classrooms. The project renovates the major audio-visual components of the building's classrooms, enhancing not only the learning environment but the instructor's ability to interact with the students, and allowing for the movement to digital high definition from analog on all components. The new systems will be incorporated with USF Health IS information systems, which will allow for the remote management and support of these areas, seamlessly supporting faculty during classes when needed with limited disruption of classroom activities.

The COPH also houses the Distance Learning Studio, an integral part of the COPH distance learning activities. This studio is used by faculty who teach distance education courses and also to host a variety of national and regional webinars of interest to COPH faculty, staff and students. The studio offers live streaming technology to deliver the activities simultaneously in the room via the Web, as well as in COPH auditoriums, enabling off-campus locations to participate in lectures and presentations hosted on the Tampa campus. The COPH also provides space for a recording studio used for voice-over narration in support of distance learning courses, helping to ensure the quality of the academic courses being offered.

Adjacent to the main COPH building is the Lawton & Rhea Chiles Center for Healthy Mothers and Babies. This facility offers 10,584 ASF and houses the Department of Community and Family Health and the Chiles Center staff. The building offers 8,614 ASF in faculty, staff and student workspace, with another 1,969 ASF in conference room space. The Bilirakis Room, the largest conference room belonging to COPH, is used as a classroom as well as to support large meetings and presentations. It has fully functioning audio-visual capabilities.

COPH faculty, staff and students are located in three other buildings on the USF Health campus. The Department of Environmental and Occupational Health has 6,498 ASF in the nearby Northeast Educational Center, which includes faculty, staff, and student office space, over 3,000 ASF of wet labs, and a conference room available to support departmental activities. EOH also has 1,961 ASF in the nearby Faculty Office Building, which houses the Florida Health Information Center and related support programs for the USF Health Vice President's office. The Department of Community and Family Health has an additional 1,801 ASF within the Children's Medical Service/USF Health building to support research and training programs.

Although it is technically considered to be located off-campus, the Center for Biological Defense leases space at the State of Florida's Department of Health building located at the USF Research Park. The Center occupies 8,956 ASF, including administrative space, offices, and wet labs. The Department of Global Health annually teaches a laboratory course within the Don

Price Parasitology Lab located in this building. COPH faculty occasionally rent other off-campus space to support funded research projects on an as-needed basis.

The Interdisciplinary Research Building (IDRB) provides space for selected faculty of the Department of Global Health and the Center for Biological Defense. Located in the USF Research Park, the building contains 16,809 ASF of office space, wet laboratories, core research facilities, classrooms, and conference rooms. Classes are held in the building regularly, and the conference room is equipped with video-conferencing equipment for easy connection to colleagues around the globe.

COPH students have access to adequate space within the aforementioned buildings. Each department allocates space to graduate assistants consistent with their space allocation guidelines. The COPH provides office space to the Public Health Student Association, and makes available meeting space upon request for this and other student associations. The COPH also maintains an open-use computer lab, accessible to students every day. Within the lab is a separate student study area and lounge. Available to all COPH students, the lounge offers access to individual study cubicles as well as comfortable area for students to gather.

Space within the COPH is allocated by the Dean's Office in consultation with the Department Chairs. Department Chairs can assign their allocated space to meet departmental needs. When space becomes available or is needed for new hires or research projects in excess of existing space, the Dean's Office meets with the Chairs to determine a solution to space challenges. Faculty and staff that support COPH-wide functions through the Dean's Office, such as Academic Affairs, Research, International Programs, Accounting and Purchasing, are located in hubs in the main COPH building, where their ability to service the COPH population is enhanced by their collocated office space. The COPH is a voting member of the USF Health Administrative Space Committee, where requests for space across USF Health are reviewed. Policies and practices implemented by this committee are communicated to the COPH community and implemented as appropriate.

1.6.h. A concise statement or floor plan concerning laboratory space, including kind, quantity and special features or special equipment.

Since the last accreditation, the COPH has significantly expanded and enhanced its laboratory resources. COPH faculty can access 24,227 ASF in wet lab and lab support space. These facilities are found in three different buildings, including the main COPH building, the adjacent Northeast Educational Center, and the Interdisciplinary Research Building located at USF Research Park. A detailed summary of COPH laboratory resources, location, and equipment is found in Appendix 1.6.h.

In the COPH main building, faculty, staff and students of the Departments of Environmental and Occupational Health and Global Health can access 8,805 ASF of lab space to support research initiatives. Research and training are completed in Industrial Hygiene, Toxicology, Environmental Chemistry, Microbiology, and Infectious Diseases, as well as other areas. A 676-square foot teaching lab is available to teach basic laboratory techniques. Through a USF-wide process that allocated repair and renovation, a COPH proposal was selected that funded the remodeling of several labs and support areas, with work completed in September 2009. The project resulted in creating two larger labs from several smaller support labs, with improved flexibility and upgraded equipment for faculty researchers. In addition, the COPH created a temperature and humidity controlled weighing room, an important expansion of lab capabilities.

EOH faculty have allocated to them an additional 3,232 ASF of wet lab space in the Northeast Education Center. Research in this building focuses on Industrial Hygiene, Toxicology and Risk Assessment, and Occupational Health, and provides additional space and teaching opportunity.

The COPH began occupying its lab space in the Interdisciplinary Research Building in 2006. Researchers from the Department of Global Health and the Center for Biological Defense currently access 12,190 ASF designed to investigate and search for solutions to global infectious diseases, biological agents, and support drug discovery work in these areas. Built through a combination of USF-wide and COPH resources, these state-of-the-art labs provide a world-class research facility and training environment. The facility includes a BSL-3 suite certified for select-agent commissioned by the Centers for Disease Control and Prevention and the Department of Agriculture, numerous BSL-2 lab suites, and a variety of faculty-shared core facilities. Within this space the COPH designed and built USF's only insectary; this facility is an arthropod containment laboratory-2 with a supporting BSL-1 and BSL-2 vivarium, allowing COPH researchers to pursue solutions to vector-borne diseases with a significant impact on the health of the global community. Due to the success of IDRB faculty researchers, more space is needed for research endeavors. The COPH has developed designs for construction of an additional 6,982 square feet of wet lab space and 1,200 square feet of dry lab space for a Computational Bioinformatics Laboratory and has recently received a commitment from the university's office of research and innovation to complete the build-out of this space so that it can be put to optimal use.

The COPH also leases off-campus laboratory space in the nearby Florida Department of Health Tampa Branch Laboratory, where this unique collaboration expands the research capabilities of the COPH and Center through an expanded network of biodefense scientists. Researchers from the Center for Biological Defense have over 1,600 square feet of BSL-2 and BSL-3 space for sample preparation and detection. Department of Global Health faculty and students can access 1,228 ASF in the Dr. Donald L. Price Center for Parasite Repository and Education where lab-based teaching in parasitology is provided to the students and other interested collaborators.

Whereas each lab is managed on a daily basis by the individual faculty researchers and their respective departments, the COPH provides support for this component critical to the education and research missions through the funding of lab support personnel, maintenance and upkeep of core facilities and equipment and funds for new equipment purchase. The COPH's laboratory safety and operations coordinator serves as a liaison between COPH faculty and USF offices to ensure the safe and efficient operations of the labs. The position assists faculty in meeting applicable safety guidelines, maintaining equipment in good function and operation, recommending new equipment purchase, and coordinating lab personnel training as needed. In further support of lab research and teaching, the COPH annually solicits new equipment requests from faculty, and works with the associated department chairs to prioritize academic unit needs. The COPH has funded over \$465,000 in new equipment over the last five year years to enhance lab infrastructure, augmenting the over \$1,200,000 of new equipment purchased through academic departments and individual faculty resources over the same time period.

1.6.i. A concise statement concerning the amount, location, and types of computer facilities and resources for students, faculty, administration, and staff.

As part of USF Health, COPH faculty, staff and students receive information technology support from USF Health Information Systems (IS), a 105-person organization that has been in place for over 15 years. Originally created by combining the three IT departments from the Colleges of

Medicine, Nursing and Public Health, this centralized office oversees functions that ensure the COPH and other groups within USF Health have access to top-of-the-line computing resources.

USF Health IS runs a Windows 2008, 64-bit network, across nearly 500 servers, over 70% of which are virtualized and clustered with SAN back ends, network direct-attached storage (NAS) and 800+ Cisco switches. Current storage capacity available for grants is 128 terabytes, but a research clustering HPCC project ongoing now will increase that by end of this fiscal year to approximately 1500 terabytes. The network runs on CAT 6 cabling and its Cisco 802.11N 300 meg wireless network reaches 100% of its campus, including outside areas. USF Health IS has over 12,000 customers on its network and supports 56 sites, including ones in Pennsylvania and New Jersey as well as in foreign locations in Panama, Thailand, Uzbekistan, and China.

Electronic signage and student emergency alert systems are provided by the EVENTS system which covers the entire campus. USF Health IS has the capability to support Podcasting, Vodcasting, and video streaming of all academic courses, and video conferencing is available to all desktops. In addition to its expertise in electronic medical records, USF Health IS is Microsoft's second Beta University; in 2009, Apple® selected USF Health as the university lead and host of a major national meeting, the "Digital Symposium for HealthCare" because of the IS capabilities.

The main COPH building houses two modern computer labs for faculty, staff and students. These labs are the largest computer labs in USF Health and are the main facilities for student and classroom technology use in USF Health. The larger of the two labs is primarily for teaching and training programs, and has 47 Dell Optiplex 760 personal computers. The smaller open use lab has an additional 37 Dell Optiplex 745 personal computers, and is accessible to COPH students up to 18 hours a day, seven days a week through an access controlled security system. For larger classes, the portable wall is opened, expanding the seating capacity to accommodate additional students. The computers are networked to large scale printers housed in the computer labs, providing easily accessible printing options. All computers in the two laboratories have installed essential software critical for support of students' courses. Standard software includes: Windows XP, Adobe Reader, ArcGIS, Citrix Web Client, Compuguard, Crimson Editor, Endnote X, Epi Info, Keynote, Microsoft Office 2007, Mozilla Firefox, Mplus, R for Windows, Respondus Lockdown Browser, SAS, SPSS, SPLUS, Symantec Anti-Virus, Symantec Ghost, and WinBugs. Technical support staff are available in the computer labs 7:30 a.m. to 4:30 p.m. daily, with extended night hours Monday through Thursday.

To ensure that COPH students and faculty have access to the most modern learning environment possible, the COPH received new resources to enhance the learning experience in these labs through a USF-wide competition. The funding through the USF Technology Fee program improves the physical environment of the lab by adding dual screen displays, annotation capabilities, multi-input control systems, an upgrade from analog to digital high definition systems, and a lecture capture system that includes video archiving and live streaming of the lectures that allows the students to remotely view lectures synchronously and asynchronously from home. With a scheduled completion date of Fall 2010, the COPH anticipates significant enhancement of the teaching and learning environment.

USF Health IS offers broad-based support to faculty, staff and students. Technical support can be sought via a telephone hotline or by submitting an on-line request through the IS web-page. Training programs on a variety of software packages are offered monthly for the USF Health audience. The IS web page is regularly updated and offers USF Health computing procedures and standards, downloadable software, links to critical applications and other news and

announcements. The COPH has representation on the USF Health IS Governance Committee, where strategic decisions about IS resource allocation, project prioritization, and policy development are made.

In addition to the USF Health network resources, COPH faculty, staff and students also have access to computing resources from the main USF Information Technology unit. This office maintains and manages all aspects of the technology infrastructure for USF- wide enterprise solutions such as Banner, OASIS (Student interface for registration), travel, purchasing as well as hosting academic courses in the Blackboard course management system. In Fall 2010, all of these enterprise solutions will be hosted in a single MyUSF portal that is managed by this unit. USF uses Blackboard as its web-based learning management system to enable instructors to create, organize and manage course materials for on-line and on-campus courses. Lectures, video, audio, animation, images/graphs and other applications are created outside of Blackboard and added to Blackboard. Though most collaboration and interaction occurs on an asynchronous platform, USF can access an unlimited seating option using Elluminate Live, a virtual environment that enables synchronous communication and collaboration.

As part of USF's Ecampus efforts, the COPH's faculty has access to the Center for 21st Century Teaching Excellence (C²¹TE) to assist them, as well as teaching assistants and other personnel within the teaching and learning aspects of USF's mission. The C²¹TE facilitates the instructional and career development of faculty and graduate teaching assistants by offering numerous and diverse workshops on the teaching and learning experiences both in-class and online.

Unique to the COPH is the in-house Office of Educational Technology and Assessment (ETA) that offers instructional design, development and real-time support to COPH faculty who teach in an online environment. Access to instructional designers, a multimedia lab, and a distance learning studio equipped with state-of-the-art technologies are some of the perks to teaching online public health courses. Students benefit from having access to the ETA staff 24/7 with a response guaranteed within a 24-hour time frame to any of their technology issues. Detailed information on the ETA office is provided in the Instructional Programs section of this document.

1.6.j. A concise statement of library/information resources available for school use, including description of library capabilities in providing digital (electronic) content, access mechanisms and guidance in using them, and document delivery services.

The USF Library System consists of four main campus libraries (Tampa, Sarasota, Lakeland, and St. Petersburg), and two special libraries (Shimberg Health Sciences Library, and Louis de la Parte Mental Health Institute Library). USF's main research library is centrally located on the Tampa Campus.

Together, the USF Libraries provide access to more than 2 million volumes and an extensive collection of electronic resources including approximately 6,500 e-journal subscriptions and 500 aggregator databases containing another 13,000 unique e-journal titles, 48,000 e-books, and 150,000 digital images. In addition, students have access to over 65,000 audio/visual materials including videos, CDs, and DVDs.

Built in 1971, the Shimberg Health Sciences Library (www.health.usf.edu/library) is a 43,500 square foot facility on the Tampa campus of USF Health. The library supports the instructional and research activities of USF Health. The library collection includes 151,400 volumes, 31,000 health science books with over 1500 titles applicable to public health issues. The collection contains 938 e-books and subscriptions to 2,719 electronic journals of which 41 are public

health-specific. The library subscribes to over 65 scientific and medical reference databases. The Shimberg Library has a seating capacity of 375, a computer lab with PCs, Macs, printers and scanners, networked workstations on all floors and access to the USF Health and University wireless networks. Off-campus access to all of the library electronic resources is available through the Shimberg Library Website. The Shimberg Health Sciences Library employs a full-time staff of 25, including 11 Faculty Librarians, 12 Para-professionals, and 2 administrative professionals. Professional research librarians offer classes, individualized instruction, and online tutorials to help students and faculty improve their research, information management and publishing skills by learning how to use electronic databases and scientific, technical, and medical information resources. Faculty, staff and students may request books and articles that are not available in the Shimberg Library or the USF Library System through the Shimberg Library interlibrary loan department. Articles are delivered by e-mail or through the Web Delivery service. Books are borrowed from libraries worldwide.

1.6.k. A concise statement describing community resources available for instruction, research and service, indicating those where formal agreements exist.

The COPH is able to access a wide variety of community resources to enhance its education and training, research and service programs. As described further in Criterion 2.4, the COPH has formal agreements with sites throughout the Tampa Bay area as well as in multiple international locations to provide training and oversight for students involved in their field placement activities (these will be provided in the Resource File). Local partners actively participate in the educational program by providing guest lectures in formal courses, serving on student, department, and COPH committees, and serving as mentors to students. Criteria 3.1 and 3.2 provide additional descriptions of the COPH's community linkages for research and service.

We are very fortunate, as mentioned above in criterion 1.6.g. to have the Florida Department of Health, Doc Myers Laboratory located on our campus which provides opportunities for students and faculty to learn about public health laboratory services, administration and challenges and to collaborate with Department of Health experts in research projects. In addition, on our campus is located the Moffitt Cancer Center, the Area Health Education Center and the busiest Veteran's Affairs Hospital in the nation. Each of these provides opportunities for research collaborations, joint service ventures and the sharing of expertise in our classrooms. Several mosquito control agencies in the area, e.g. Pasco Mosquito Control District, provide training and research opportunities for Global Health students to do their Special Projects (see 2.5.a.) including the use of GIS, spatial mapping and other surveillance and monitoring methods. . This Department also has access to facilities at the Lemur Conversation Foundation in Myakka, FL and Tampolo, Madagascar for the study of integrated rural development and the linkages between ecosystem health and population health, as well as facilities, the library and the cultivar collection at the ECHO Global Farm in Ft Myers, FL for the student of food security, global hunger and agricultural development. Students in Environmental Health regularly perform sampling at the Hillsborough Environmental Protection Commission monitoring sites in conjunction with the Environmental Protection Commission. The Harrell Center for the Study of Domestic Violence has established a virtual research institute with the Hillsborough County Child Abuse Council to conduct collaborative research on the effectiveness of various elements of program intervention.

As another example, the Heart of East Tampa Front Porch Council, Inc is a 501 c(3) organization whose mission is to empower the community in promoting community revitalization, education, public safety and economic and business development. They are a

critical partner in the NIH-funded Center for Equal Health, Community Engagement and Outreach Core (described in 3.1.b.).

1.6.l. A concise statement of the amount and source of “in-kind” academic contributions available for instruction, research and service, indicating where formal agreements exist.

The COPH has a variety of formal and informal relationships that contribute to the instructional, research, and service programs of the COPH. (Formal agreements can be found in the Resource File). In particular, we rely on our colleagues across campus and in the public health system to provide important presentations and applied learning opportunities to our students. Faculty from our sister colleges in USF Health are active contributors as are faculty at the colleges of behavioral and community science, information science, engineering, business, marine science, arts and sciences and the University Center for Disabilities. The Water Pollution and Treatment class is taught by faculty from the Department of Environmental Engineering in the College of Engineering. The Environmental Research Interdisciplinary Colloquium is taught by faculty across the university as well as professionals in the community. The directors of the county health department and the county human service agency come together to address the students in our MPH Capstone course every semester. Leaders from ReachUp, Inc, the non-project organization that runs the Central Hillsborough Healthy Start Program have been teaching our students and providing applied learning opportunities for years. Several District Court Judges are frequent lecturers in our health law classes and in classes where domestic violence, child safety and family integration are discussed. Representatives from agencies such as the Hillsborough County Children’s Board, the District Attorney’s Office, the Child Abuse Council and the Family Justice Center to the Florida Department of Health and to the Centers for Disease Control and Prevention and the federal Maternal and Child Health Bureau are all frequent lecturers in our classes.

1.6.m. Identification of outcome measures by which the school may judge the adequacy of its resources, along with data regarding the school’s performance against those measures for each of the last three years. At a minimum, the school must provide data on institutional expenditures per full-time-equivalent student, research dollars per full-time-equivalent faculty, and extramural funding (service or training) as a percent of the total budget.

Table 1.6.m. below identifies the outcome measures identified by CEPH as well as those established in the COPH’s 2007-2012 strategic plan. Through review of the identified measures, it is apparent that the COPH has sufficient resources available to support its various missions and identified strategic goals.

Research expenditures remain at a high level per faculty member, and the COPH has either met or is on track to meet goals for an increase in expenditures in extramural funds. Whereas institutional expenditures per student FTE have decreased, this phenomenon is due primarily to the combination of a rapid increase in graduate enrollment combined with repeated years of State budget reductions. As shown in Table 1.6.b. actual expenditures in support of students rose as a percentage of COPH total expenditures over the period reported to a high of 6% in 2009-10. COPH enrollment figures already have exceeded the five-year goal with the exception of at the undergraduate level, which was impacted by a USF decision to limit enrollment for several fiscal years. Enrollment is expected to increase significantly over the next two years. Finally, the COPH has continued to invest in the development of faculty, staff, and students, and has been at or above goal in this area for the last two years.

Development remains a challenge in large part due to the global recession. Annual giving is on track to meet the internal goal; however, the total endowment funding has continued to decrease, attributable to the impact on the USF Foundation and its investments from the economic crisis. To date, the COPH is working diligently on several opportunities to identify a donor to support a new endowed chair, and considers this initiative on-target at this point.

Table 1.6.m. Outcome Measures, 2007-08 - 2009-10

Outcome Measures Discovery (Research)	2012 Goal	FY 2008	FY 2009	FY 2010
Research Dollars per FTE Faculty	CEPH Measure	\$253,487.90	\$ 296,799.89	\$ 289,040.77
Extramural Funding service/training (as a percent of total budget)	CEPH Measure	18%	20%	19%
COPH will increase its expenditures of extramural funds by 50% over baseline by 07/01/12	\$15,258,519.00	\$17,256,978.29	\$19,804,259.73	\$19,731,956.50
COPH will increase its total expenditures of federal extramural funds by 40% over baseline by 07/01/12	\$13,517,576.00	\$15,283,923.82	\$17,424,378.96	\$16,491,208.14
COPH will increase its expenditures for other grants and contracts from all sources other than federal funding by 10% over baseline by 07/01/12	\$1,740,942.00	\$1,973,054.47	\$2,379,880.77	\$3,240,748.36
COPH will increase its total reimbursed direct costs by 50% over baseline by 07/01/12	\$1,911,336.00	\$2,579,942.48	\$3,093,672.00	\$ 3,309,456.97
Environment (Development)				
COPH will increase its foundation account fundraising to \$500,000 over five years	\$153,548.00	\$120,943.00	\$ 220,982.00	\$ 322,275.00
COPH will increase its endowment-funding total, excluding an endowed chair, by at least \$2.0 million by 07/10/12	\$ 3,829,211.00	\$ 3,994,691.00	\$ 3,745,733.00	\$ 3,238,794.67
COPH will obtain funding toward one endowed chair position by 07/01/2012	\$	\$	\$	\$
Environment (Professional Development)				
COPH will provide up to \$20,000 per year for the professional development of students by 07/01/2012	\$ 10,373.00	\$ 13,763.00	\$ 25,358.00	\$ 26,751.99
COPH will provide up to \$20,000 per year for the professional development of staff by 07/01/2012	\$ 16,959.00	\$ 2,778.00	\$ 50,886.33	\$ 61,587.25

Outcome Measures Discovery (Research)	2012 Goal	FY 2008	FY 2009	FY 2010
Environment (Professional Development)				
COPH will provide up to \$25,000 per year for the professional development of faculty by 07/01/2012	\$ 26,144.00	\$ 26,144.00	\$ 37,655.17	\$ 54,853.00
Environment (Student Support)				
Institutional Expenditures per FTE Student	CEPH Measure	\$84,091.86	\$ 69,835.12	\$ 62,823.23
By July 1, 2012 the USF COPH will increase its number of gross student credit hours generated annually by 10.5% over baseline	30,619	31,654	32,264	34,634
COPH will increase its Grad-I gross student credit hours by 10% over baseline BY 07/01/2012	9,365	8,937	11,594	13,236
COPH will increase its Grad-II gross student credit hours by 20% over baseline BY 07/01/2012	1,658	1,678	1,736	1,790
COPH will increase its gross total number of undergraduate student credit hours by 10% 07/01/2012	19,596	21,039	19,134	19,608

Several of the outcome measures identified in this table are presented in response to data required in Criterion 1.6.m. If the 2012 goal is indicated as "CEPH Measure", the outcome measure was not included in the 2007-2010 COPH Strategic Plan, and as such, no targets have been established.

1.6.n. Assessment of the extent to which this criterion is met.

This criterion is met. The COPH has resources adequate to fulfill its stated mission and goals and its instructional, research and service objectives.

Strengths: The COPH has historically had sufficient laboratory space to meet the needs of its faculty and students, however the recent construction of our Global Health Infectious Disease Research labs in the Interdisciplinary Research Building has provided a truly world-class facility for faculty to perform cutting edge research and provides space for attracting and supporting top graduate students interested in global infectious diseases. The resource allocation process within USF Health has allowed the COPH to expand its revenue streams through collection of tuition above that allocated through the annual base budget process. By allowing the COPH access to the revenues it generates, USF Health has allowed the COPH to sustain multiple budget reductions without loss of faculty while supporting a growing student body.

Weaknesses: Perhaps the greatest on-going challenge to the COPH is one faced by all state institutions at this time in history. With the State of Florida continuing to face a difficult financial forecast for the next year, it is unlikely yet again that the COPH will receive any additional recurring state resources to aid in the recruitment of new tenure track faculty needed to keep up with the COPH enrollment growth. Further, the global recession has led to a decrease in gifts and donations throughout higher education, a trend that COPH has not been exempt from during the past three years.

Plans: The COPH recently a commitment from the University to provide funding to complete the construction of new office and wet lab facilities within the IDRB for the Global Health Infectious Disease Research Program. While the program has been extremely successful to date, the College believes that with this additional laboratory and training space the faculty will be able to expand their research initiatives and to allow for the recruitment and support of more graduate students interested in a career in infectious disease research.