

## Criterion 4 Faculty, Staff and Students

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### 4.1 Faculty Qualifications.

The school shall have a clearly defined faculty which, by virtue of its distribution, multidisciplinary nature, educational preparation, research and teaching competence, and practice experience, is able to fully support the school's mission, goals and objectives.

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#### 4.1.a. Primary faculty who support the degree programs offered by the school

The COPH faculty is committed to improving public health through discovery, learning and community engagement. The faculty is multi-disciplinary, collaborative, and experienced in practice. Faculty members are strong in the core disciplines of public health that are part of professional preparation. Faculty express diverse research interests and skills and are active in providing service to their respective professional fields and to the community. Many faculty members received their education at schools of public health, and some have earned certification through the national exam. Increasing numbers of faculty members come from the public health practice world and others bring disciplinary perspectives from medicine, nursing, social work, engineering, and the social sciences.

The COPH has two categories of faculty. "Core" faculty members are tenured, tenure-earning, or non-tenure earning appointed as Instructor, Assistant, Associate, or Full Professor. COPH core faculty members are required to participate in educational activities, either through teaching or student advising, research, other scholarship, and service. "Other" faculty members are appointed as adjunct, affiliate (courtesy) or joint; they contribute to the teaching mission once approved through the COPH credentialing process, similar to "core" faculty.

- The Appointment, Promotion and Tenure Guidelines describe the minimum qualifications for faculty appointments and the approvals required to appoint or promote faculty to a particular rank. The APT Guidelines are available on the Faculty and Staff Affairs website at <http://health.usf.edu/publichealth/facultyaffairs/pdf/COPH%20guidelines%20revised.pdf>.
- The COPH Office of Faculty and Staff Affairs coordinates the process by which faculty members are SACS-credentialed – have the required degree and experience to teach in the program in which they are to be appointed prior to receiving an offer of employment. SACS approval must be noted on the various forms requesting appointments which are available at <http://health.usf.edu/publichealth/facultyaffairs/forms.htm>.
- Faculty members must meet Graduate Faculty Credentialing Guidelines to serve on thesis and dissertation committees. The Office of Faculty and Staff Affairs coordinates this process. The Graduate Faculty Credentialing Guidelines are available at <http://health.usf.edu/publichealth/facultyaffairs/pdf/Graduate%20Faculty%20Credentialing%20Guidelines.pdf>. The related forms used to request graduate faculty credentialing approval are available at <http://health.usf.edu/publichealth/facultyaffairs/forms.htm>.

Table 4.1.a. identifies core faculty supporting COPH degree programs as of May 2010 (the reporting period for faculty assignment /evaluation). At that time there were 77 core faculty including 39 tenured, 15 tenure-earning, and 23 non-tenure earning. May is the reporting period for this table as the faculty assignment and evaluation year is May to May.

**Table 4.1.a. Core Faculty Supporting Degree Offerings of the School by Department/Specialty Area as of May, 2010**  
**[Professor, Associate Professor, Assistant Professor, Instructor]**

Name	Title/ Academic Rank	Tenure Status/ Classificati on	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interest	Current /Past PH Activities
<b>Department of Community and Family Health</b>											
<b>Alio, Amina</b>	Assistant Professor	Non- Tenure Earning Research Track	1.0	F	B	<b>Ph.D.</b> Applied Anthropo- logy  <b>M.A.</b> French	Univ. of South Florida  Univ. of South Florida	Applied Anthropo- logy	Health Ed	Behavioral Sciences; Childhood Obesity; Health disparities; Men's HPV findings; Cervical Cancer Prevention Activities.	
<b>Baldwin, Julie</b>	Professor	Tenured	1.0	F	Native American	<b>Ph.D.</b> Behavioral Sciences and Health Education	Johns Hopkins Univ., School of Hygiene & PH	Behavioral Sciences & Health Education	Behavioral Science;  Health education, health disparities, cultural competencies, community- based health promotion, program planning & eval	Infectious & Chronic Disease Prevention – specifically:  Health issues for Native American Populations;  HIV/AIDS and Substance Abuse Prevention;  Community-based Participatory Research	

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<b>Department of Community and Family Health</b>											
<b>Bryant, Carol</b>	Distinguish- ed Professor	Tenured	1.0	F	W	<b>Ph.D.</b> Anthropo- logy  <b>M.A.</b> Anthropo- logy  <b>M.S.</b> Clinical Nutrition	Univ.. of Kentucky  Univ. of Kentucky  Univ. of Kentucky	Social & Behavioral Sciences	Formative Research Methods in Social Marketing;  Social & Behav Science Appl to Health;  Qual Research Methods in Community Health	Community Based Research;  Social Marketing;  Health Promotion Practice and Research;  Food and Culture	
<b>Buhi, Eric</b>	Assistant Professor	Tenure Earning	1.0	M	W	<b>Ph.D.</b> Health Education  <b>M.P.H.</b> Public Health Education	Texas A&M Univ., Health & Kinesio- logy  Indiana Univ.	Health Education	Maternal & Child Health Ed;  Eval Methods in Community Hlth;  Analysis of P.H. Data	Behavioral Health;  Child and Adolescent Health Issues;  Sexuality Ed. and Sexual Violence prevention.	

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<b>Department of Community and Family Health</b>											
<b>Coreil, Jeannine</b>	Professor	Tenured	1.0	F	W	<b>Ph.D.</b> Medical Anthropo- logy  <b>M.A.</b>	Univ. of Kentucky Lexington  Univ. of Kentucky Lexington	Social & Behavior Sciences	Social Theory;  Social and Behavioral Factors in Health;  Qualitative Methods in Comm Hlth Research;  Global Health	Infectious Diseases;  Illness support groups;  Women's Health and Qualitative Research Methods, specifically, stigma and tuberculosis in Haitian populations, and cultural diversity within breast cancer support groups in Florida.	
<b>Coulter, Martha</b>	Professor	Tenured	1.0	F	W	<b>Dr. P.H.</b> Maternal & Child Health  <b>M.S.W.</b> Clinical Social Work  <b>M.P.H.</b> Public Health Social Work	Univ. of North Carolina, Chapel Hill  Tulane Univ.  Univ. of California Berkley	Maternal and Child Health  Public Health Social Work	Maternal and Child Health;  Social & Behavioral Science;	Maternal & Child Health;  Family Violence, Domestic Violence and Abuse;  Early Intervention Programs;  Children with Special Needs.	

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<b>Department of Community and Family Health</b>											
<b>Daley, Ellen</b>	Assistant Professor	Tenure Earning	1.0	F	W	<b>Ph.D.</b> Public Health  <b>M.P.H.</b> Public Health - Population Planning	Univ. of South Florida  Univ. of Michigan	Maternal and Child Health	Women's & Adolescent Health Ed;  Reproductive Health;  Population and Community Health	Women's & Adolescent Health;  High Risk Behaviors;  Sexually Transmitted Disease Prevention.	
<b>Debate, Rita</b>	Associate Professor	Tenured	1.0	F	W	<b>Ph.D.</b> Public Health- Health Promotion & Educa- tion  <b>M.P.H.</b> Health Promotion & Educa- tion	Univ. of South Carolina  Univ. of South Carolina	Public Health Education	Case Studies in Public Health;  Prof. Foundations of Health Educ;  Public Health Nutrition	Eating Disorders Prevention, Nutrition, and Obesity;  Assessment of Self- esteem, Eating Behaviors, Body Image and Physical Activity Attitudes and Behaviors among 3- 5 <sup>th</sup> Grade Girls;  Dental Practitioners and Eating Disorders Prevention	

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<b>Department of Community and Family Health</b>											
<b>Graven, Stanley</b>	Professor	Tenured	.30	M	W	<b>M.D.</b> Pediatrics	Univ. of Iowa	Maternal & Child Health;  Pediatrics;  Child Develop- ment	Maternal & Child Health  Neonatology;  Brain Development	Physical and Developmental Environment of the High Risk Newborn;  Fetal and Neonatal Sensory Development;  Early Learning in Children with Special Needs and Developmental Problems	
<b>Kirby, Russell</b>	Professor	Tenured	1.0	M	W	<b>Ph.D.</b> Geography  <b>M.S.</b> Geography  <b>M.S.</b> Preventive Medicine- Epidemiology	Univ. of Wisconsin  Univ. of Wisconsin  Univ. of Wisconsin	Maternal & Child Health	Maternal & Child Health;  Perinatal Epidemiology.	Maternal & Child Health - Population- based Research in Birth Defects and Developmental Disabilities Epidemiology and Prevention, as well as on Risk Factors for Adverse Pregnancy Outcomes;  GIS and Spatial Analysis	Former Vital Records Officer, Arkansas and Wisconsin.

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<b>Department of Community and Family Health</b>											
<b>Liller, Karen</b>	Professor  (also serves as Dean of the Graduate School & Assoc. VP for Research & Innovation)	Tenured	1.0	F	W	<b>Ph.D.</b> Curriculum & Instruction; Minor in Public Health  <b>Ed.S.</b> Curriculum & Instruction  <b>M.A.</b> Technical Ed	Univ. of South Florida  Univ. of South Florida  Univ. of South Florida	Health Education	Health Ed Methods/ Prog Planning;  Prevention & Control of Unintentional Injuries.	Public Health and Injury Prevention;  Prevention and Control of Children's Unintentional Injuries;	
<b>Marhefka, Stephanie</b>	Assistant Professor	Tenure Earning	1.0	F	W	<b>Ph.D.</b> Clinical & Health Psychology  <b>M.S.</b> Clinical & Health Psychology	Univ. of Florida  Univ. of Florida	Social & Behavioral Sciences	Social & Behavioral Sciences;  Adv Seminar in Social & Behav Sci Applied to Health;  Theoretical Foundations of CFH	HIV & AIDS in Children, Adolescents & Adults;  Parent/Child Communication;  Adolescent Sexuality Health;  Expanding Access to Effective Behavioral Interventions for People Living with HIV;  Adherence to Medical Regimens	

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<b>Department of Community and Family Health</b>											
<b>Marty, Phillip</b>	Professor  (also serves as Assoc. VP of Research, USF Health)	Tenured	1.0	M	W	<b>Ph.D.</b> Curriculum and Instruction (Major: Community Health Education / Preventive Med)  <b>M.S.</b> Curriculum and Instruction (Major: Community Health Education)	Univ. of Wiscon- sin  Univ. of Wiscon- sin	Public Health Education  Research Administra- tion	Adolescent Health;  Health, Behavior & Society;  Research Ethics, Compliance, and Integrity;	Health Behavior & Planning  Health Risk Factors & Tobacco Use, including Smokeless tobacco;  Health Risk Factors & Substance Abuse	
<b>Mbah, Alfred</b>	Assistant Professor	Non- Tenure Earning Research Pathway	1.0	M	B	<b>Ph.D.</b> Mathematic s/ Statistics  <b>M.S.</b> Mathematic s/ Statistics	Univ. of South Florida  Univ. of South Florida	MCH Biostatistics Statistics	Mathematics, Statistics & Probability	Statistical Analysis of large data sets;  Design of Experiments;  Predictive Models;  Correlated Outcomes;  Hierarchical Models	



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<b>Department of Community and Family Health</b>											
<b>McDermott, Robert</b>	Professor	Tenured	1.0	M	W	<b>Ph.D.</b> Curriculum and Instruction/ Health Education  <b>M.S.</b> Curriculum and Instruction/ Health Education	Univ. of Wiscon- sin, Madison  Univ. of Wiscon- sin, Madison	Health Education	Evaluative Approaches to Community Health Ed. Prog;  International Health Ed;  Writing for Scholarly Publ in the Health Sci;  Profess Found of Health Ed;  Case Studies in Health Ed.	Adolescent Health / Risk Behavior – model for health behavior change;  Community Based Prevention Marketing;  Tobacco Use/prevention in youth;  Women's health issues	
<b>Perrin, Karen</b>	Associate Professor	Tenured	1.0	F	W	<b>Ph.D.</b> Public Health/ Health Education  <b>M.P.H.</b> Health Education	Univ. of South Florida  Univ. of South Florida	Health Education	Foundations Maternal & Child Health;  Research Foundations in Public Health;  Critical Issues in Public Health;  Adolescent Health;  Social & Behav Sciences Appl to Health	Adolescent Health;  School Health Issues;  Alternative medicine;  Maternal & Child Health Issues	

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<b>Department of Community and Family Health</b>											
<b>Ray, Jodi</b> Chiles Ctr.	Instructor	Non- Tenure Earning	1.0	F	W	<b>M.A.</b> Mass Communic ation	Univ. of South Florida	Educational Leadership/ Health Message Design	Florida KidCare Train-the- Trainer - throughout FL.	Florida KidCare Outreach & Research – Project design and development	
<b>Vande- weerd Carla</b>	Assistant Professor	Tenure Earning	1.0	F	W	<b>Ph.D.</b> Aging Studies	Univ. of South Florida	Socio and Behavioral Health Sciences	Applied Research Methods in CFH;  Social Determinants of Health;  Adv Seminar in Grant Writing;  Health Disparities, Diversity, & Cultural Competency	Aging, Dementia, Elder Mistreatment and the impact of abuse and neglect upon health and quality of life in old age;  Domestic Violence	
<b>Wathington, Deanna</b>	Associate Professor	Non- Tenure Earning Teaching Pathway	1.0	F	B	<b>M.D.</b> Family Medicine   <b>M.P.H.</b> Community Health Education	Univ. of Medicine & Dentistry New Jersey Medical School   Temple Univ.	Health Disparities in Health Care	Implications of Health Disparities for Health Care;  PH Practice Seminar & PH Capstone	Cancer Health Disparities;  Understanding black- white disparities in perinatal mortality	

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<b>Department of Environmental &amp; Occupational Health</b>											
<b>Bernard, Thomas</b>	Professor	Tenured	1.0	M	W	<b>Ph.D.</b> Occupation al Health  <b>M.S.</b> Mechanical Engineer- ing	Univ. of Pitt., Grad School of Public Health Carnegie Mellon Univ.	Occupation- al Safety & Health	Industrial Ergonomics, Systems Safety, and Physical Agents	Evaluation and Control of Heat Stress and Strain;  Indus. Ergonomics.	
<b>Brooks, Stuart</b>	Professor	Tenured	1.0	M	W	<b>M.D.</b> Internal Medicine	Univ. of Cincin- nati	Occ. Medicine;  Env/Occ Respiratory Disorders - (Occ Asthma)	Occupational Medicine Health/Seminar  Safety and Health Admin.	Env/Occ factors in the initiation of asthma;  Inhalation toxicology;  Health effects of mold in indoor environments;  Health effects from hazardous waste incineration;  Manage care systems and cost savings programs in workers compensation.	

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<b>Department of Environmental &amp; Occupational Health</b>											
<b>Chang, Chu-Hsiang</b>	Assistant Professor	Tenure Earning	1.0	F	A	<b>Ph.D.</b> Industrial Organizatio nal Psychology  <b>M.A.</b> Industrial Organizatio nal Psychology	Univ. of Akron  Univ. of Akron	Industrial Organiza- tional Psychology	Safety & Health Admin	Exploring effects of leadership on employee safety performance;  Studying the effects of organizational violence climate on employee strains, physical violence and verbal aggression;  Designing & Evaluating interventions aiming at changing organizational violence climate	

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<b>Department of Environmental &amp; Occupational Health</b>											
<b>Hammad, Yehia</b>	Professor	Tenured	1.0	M	W	<b>Sc.D. &amp; Industrial Hygiene</b>  <b>M.Sc. Industrial Hygiene</b>  <b>D.P.H. Occupation al Health</b>	Univ. of Pittsburg h, Grad Sch of Public Health  Univ. of Pitt, Grad Sch of Public Health  Alexan- dria Univ., Egypt	Industrial Hygiene	Industrial Hygiene	Aerosol Science; Air Sampling/ Indoor Air Quality;  Respiratory Protective Equipment.	
<b>Harbison, Raymond</b>	Professor	Tenured	.80	M	W	<b>Ph.D. Pharma- cology/ Toxicology</b>  <b>M.S. Pharma- cology</b>	Univ. of Iowa  Univ. of Iowa	Toxicology / Risk Analysis	Risk Assessment;  Occupational & Environmental Medicine;  Biomonitoring.	Human Toxicology & Mechanisms of Toxicity;  Risk Assessment and Management.	
<b>Jaward, Foday</b>	Assistant Professor	Tenure Earning	1.0	M	B	<b>Ph.D. Environ- mental Chemistry</b>  <b>M.Sc. Environme ntal Science &amp; Technology</b>	Lancas- ter Univ., UK  IHE/ Utrecht Univ., Nether- lands	Environ- mental Health Chemistry	Environmental Analytical Chem & Laboratory	Air & water pollution/sampling techniques;  Impact of global change on soil and water.	

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<b>Department of Environmental &amp; Occupational Health</b>											
<b>Mason, Thomas</b>	Professor	Tenured	1.0	M	W	<b>Ph.D.</b> Statistics  <b>M.S.</b> Statistics	Univ. of Georgia  Univ. of Georgia	Occupa- tional Epidemi- ology	Occupational Epidemiology	Env & Occ Epidemiology - risks for cancer and other chronic diseases	
<b>McCluskey, James</b>	Assistant Professor	Non- Tenure Earning Research Pathway	1.0	M	W	<b>M.D.</b>  <b>Ph.D.</b> Toxicology  <b>M.P.H.</b> Health Administrati on	Univ. of South Florida  Univ. of South Florida, COPH  Univ. of South Florida, COPH	Occ & Env Medicine	Occ & Env Medicine;  Health Care Organizations & Management.	Respiratory Exposures & Defense Mechanisms	
<b>Mittal, Moti</b>	Professor	Non- Tenure Earning Research Pathway	.05	M	A	<b>Ph.D.</b> Mathema- tics	Indian Institute of Tech- nology, Bombay	Computa- tional Fluid Dynamics	Atmospheric & Environmental Science - Air Pollution	Air Pollution in Florida;  CDC Project: Human Health Risk Assessment for Air Pollutants in Chennai (India) Region	Reviewer for Journals: Atmospheric Env; Scientia Horticulturae; Env Monitoring & Assessment; Meccanica;  Member NSF panel for peta computing;

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<b>Department of Environmental &amp; Occupational Health</b>											
<b>Mlynarek, Steven</b>	Associate Professor	Non-Tenure Earning Teaching Pathway	1.0	M	W	<b>Ph.D.</b> Environmental Health Engineering  <b>M.S.P.H.</b> Environmental & Occupational Health	Johns Hopkins Univ.  Univ. of South Florida, COPH	Industrial Hygiene	Industrial Hygiene;  Indoor Env. Quality.	Industrial Hygiene and Safety, incl Aerosol Science & Technol;  Occ Exposure Assessment.	
<b>Osman, Hanna</b>	Assistant Professor	Non-Tenure Earning Teaching Pathway	1.0	F	W	<b>Ph.D.</b> Public Health  <b>MSSW</b> Social Work	Univ. of South Florida  Univ. of Missouri	Social and Behavioral Sciences	Social & Behavioral Sciences Applied to Health;  Public Health and Aging.	Public Health & Aging;  Medical & Research Ethics;  End-of-Life and Healthcare Decision Making.	
<b>Reid, W. Michael</b>	Associate Professor	Tenured	1.0	M	W	<b>Ph.D.</b> Political Science  <b>M.A.</b> Political Science  <b>M.B.A.</b>	Univ. of Missouri  Univ. of Missouri  Univ. of S. Maine	Public Health	Safety and Health Administration;  Environmental and Occupational Health	Leadership;  Public Health Practice;  Workforce Development.	Director, Division of Planning, Maine Dept of Human Services; Health Policy Analyst, Office of the Governor, Maine

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<b>Department of Environmental &amp; Occupational Health</b>											
<b>Rentos, Peter</b>	Associate Professor	Non-Tenure Earning Teaching Pathway	.65	M	W	<b>Ph.D.</b> Preventive Medicine and Environmental Health  <b>M.P.H.</b> Industrial Hygiene	Univ. of Iowa  Univ. of Michigan	Occupational Health & Safety	Safety Mgt.;  Industrial Hygiene.	Safety Mgt;  Industrial Hygiene;  Preventive Medicine and Environmental Health.	
<b>Richards, Ira</b>	Associate Professor	Tenured	1.0	M	W	<b>Ph.D.</b> Biological Sciences  <b>M.S.</b> Biological Sciences	New York Univ.  Univ. of Mass	Toxicology	Pathobiology of Human Disease;  Env. & Occ. Toxicology;  Industrial Hygiene	Pathobiology;  Toxicology;  Hazard Preparedness & Env Emerg Response	
<b>Stuart, Amy</b>	Assistant Professor	Tenure Earning	1.0	F	W	<b>Ph.D.</b> Civil & Environmental Engineering  <b>M.S.</b> Civil Engineering (Environmental Engineering & Science Program)	Stanford Univ.  Stanford Univ.	Environmental Health & Science	Env. Modeling;  Community Air Pollution	Air Pollution and Human Exposure	



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<b>Department of Environmental &amp; Occupational Health</b>											
<b>Wagner, Norbert</b>	Associate Professor	Non- Tenure Earning Research Pathway	.20	M	W	<b>Ph.D.</b> Epidemiolo gy & Occupation al Medicine  <b>M.D.</b>	Univ. of Hamburg Germany  Rhine- West- phalian Technical Univ., Germany	Occupa- tional Health	Global Health Prog Planning & Admin	Community-based health research in occupational and environmental health;  Intervention and translational research in developing countries	
<b>Wolfson, Jay</b>	Professor	Tenured	.70	M	W	<b>Dr. P.H.</b> Health Services Organiza- tions  <b>J.D.</b> Law  <b>M.P.H</b> Community Health Administra- tion	Univ. of Texas  Stetson Univ. College of Law  Indiana Univ.	Health Law, Finance, and Policy	Env & Occ Health Law	Worker's compensation and employee health benefits programs;  Legal and financial factors influencing physician and hospital organization and operation	

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<b>Department of Epidemiology &amp; Biostatistics</b>											
<b>Epidemiology</b>											
<b>Borenstein, Amy</b>	Professor	Tenured	1.0	F	W	<b>Ph.D.</b> Epidemiology  <b>M.P.H.</b> Epidemiology	Univ. of Washing- ton  Univ. of Michigan	Epidemiology	Epidemiology of Aging / Neurologic Diseases	Alzheimer's Disease; Neuro- epidemiology	
<b>Mortimer, James</b>	Professor	Tenured	1.0	M	W	<b>Ph.D.</b> Computer and Communic ation Sciences  <b>M.S.</b> Communic ation Sciences	Univ. of Michigan  Univ. of Michigan	Neuro- epidemiol- ogy	Biostatistics I	Epidemiology of dementia, Alzheimer's disease	
<b>Nembhard, Wendy</b>	Associate Professor	Tenured	1.0	F	B	<b>Ph.D.</b> Epidemiology,  <b>M.P.H.</b> Internation- al and Family Health	Univ. of Texas, Health Sci  Univ. of Texas	Epidemiology	MCH Epidemiology	Perinatal Epidemiologic / Birth Defects Research	

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<b>Department of Epidemiology &amp; Biostatistics</b>											
<b>Epidemiology</b>											
<b>O'Rourke, Kathleen</b>	Professor	Tenured	1.0	F	W	<b>Ph.D.</b> Epidemiol- ogy  <b>M.P.H.</b> Community Health Education	Univ. of Massach usetts  Univ. of Massa- chusetts	Epidemiol- ogy	Epidemiology Methods, Study Design, and Protocol Development	MCH Epidemiology & Influence of Env. Factors on Children's Health	
<b>Pathak, Elizabeth</b>	Associate Professor	Tenure Earning	.82	F	W	<b>Ph.D.</b> Epidemiol- ogy  <b>M.S.P.H.</b> Epidemiol- ogy	Univ. of North Carolina  Univ. of North Carolina	Epidemiol- ogy	Cardiovascular Epidemiology	Cardiovascular Outcomes Research;  Racial/Ethnic/Geogra phic Disparities in Heart Disease & Stroke Outcomes.	
<b>Saliyu, Hamisu</b>	Professor	Tenured	1.0	M	B	<b>Ph.D.</b> Epidemiol- ogy  <b>Ph.D.</b> Perinatolo- gy  <b>M.D.</b> Obstetrics and Gynecology	Univ. of South Florida  Univ. of Saarland, Germany  Univ. of Saarland, Germany	Epidemiol- ogy	Epidemiology Study Design & Protocol Dev.	MCH Birth Outcomes and infant mortality	

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<b>Department of Epidemiology &amp; Biostatistics</b>											
<b>Epidemiology</b>											
<b>Sanchez-Anguiano, Aurora</b>	Assistant Professor	Non-Tenure Earning Research Pathway	1.0	F	H	<b>Ph.D.</b> Epidemiology  <b>M.D.</b>	Univ. of South Florida  Mexican Autonomous National Univ.	Epidemiology	Epidemiology	Occ & Infec Dis Epidemiology;  Patient Safety	
<b>Schwartz, Skai</b>	Associate Professor	Tenured	.8	F	W	<b>Ph.D.</b> Epidemiology  <b>M.A.</b> Biostatistics	Univ. of North Carolina  Univ. of California	Epidemiology	Research Methods in Epidemiology	Pharmaco-Epidemiology;  Insomnia and Heart Disease	
<b>Stockwell, Heather</b>	Professor	Tenured	1.0	F	W	<b>Sc.D.</b> Epidemiology  <b>M.Sc.</b> Epidemiology	Johns Hopkins Univ.  McMaster Univ. Medical Centre	Epidemiology	Occupational Epidemiology;  Epidemiology of Women's Health	Cancer & Radiation Epidemiology;  Env & Occ Causes of Cancer, particularly in Women and Minorities	
<b>Department of Epidemiology &amp; Biostatistics</b>											
<b>Biostatistics</b>											
<b>Dagne, Getachew</b>	Associate Professor	Tenured	1.0	M	B	<b>Ph.D.</b> Applied Statistics  <b>M.S.</b> Statistics	Univ. of California  Addis Ababa Univ., Ethiopia	Biostatistics	Biostatistics, & Linear Models in PH	Hierarchical Models/ Behavioral Data Analysis; Bayesian Inference	

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<b>Department of Epidemiology &amp; Biostatistics</b>											
<b>Biostatistics</b>											
<b>Huang, Yangxin</b>	Assistant Professor	Tenure Earning	1.0	M	A	<b>Ph.D.</b> Statistics  <b>M.Sc.</b> Statistics	Liverpool John Moores Univ., UK  Huaz- hong Univ. of Science and Technol- ogy, China	Biostatistics	Biostatistics, Probability Models, & Case Studies	Hierarchical Bayesian Approaches & Statistical Methods for Long-Term HIV Dynamic Modeling and Design	
<b>Wang, Wei</b>	Assistant Professor	Tenure Earning	1.0	M	A	<b>Ph.D.</b> Applied Statistics,  <b>M.Sc.</b> Applied Statistics  <b>Master of</b> Manage- ment	Fudan Univ.  Fudan Univ.  Norwe- gian School of Manage- ment, Oslo	Biostatistics	Biostatistical Inference, Case Studies & Collaboration;  Linear Model Analysis of Health Data	Mthodology for Mental Health and Drug Abuse Prevention and Early Intervention; Severe problem behavior of elementary and middle school students	
<b>Wu, Yougui</b>	Assistant Professor	Tenure Earning	1.0	M	A	<b>Ph.D.</b> Statistics  <b>M.S.</b> Statistics	Univ. of Maryland  Institute of Appl Mathe- matics, Beijing, China	Biostatistics	Biostatistical Collaboration / Categorical Data Analysis	Age related neurodegenerative diseases/risk factors - specifically, Alzheimer's	

Name	Title/ Academic Rank	Tenure Status/ Classificati on	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interest	Current /Past PH Activities
<b>Department of Epidemiology &amp; Biostatistics</b>											
<b>Biostatistics</b>											
<b>Zhu, Yiliang</b>	Professor	Tenured	1.0	M	A	<b>Ph.D.</b> Statistics  <b>M.S.</b> Statistics	Univ. of Toronto, Canada  Queen's Univ. at Kingston, Canada	Biostatistics	Biostatistical Computing, Inference, Collaboration & Consulting;  Advanced Survival Data Analysis	Quantitative Modeling of Biological Systems;  Biostatistical Methods for Spatiotemporal Data;  Evaluation of healthcare systems and outcomes	
<b>Department of Global Health</b>											
<b>Adams, John</b>	Professor	Tenured	1.0	M	W	<b>Ph.D.</b> Veterinary Medical Science (Pathobiology)  <b>M.Sc.</b> Veterinary Medical Science (Pathobiology)	Univ. of Illinois, Urbana- Champaign  Univ. of Illinois	Molecular and Cell Biology of Parasitic Protozoa	Biomedical and Laboratory Sciences;  Adv Interdisc Seminar in PH: GLH Infec Diseases Research	Biology of Malaria Parasites:  Functional Genomics of the Human Malaria Parasite - Plasmodium falciparum;  Vivax Malaria Research;  Molecular Analysis of Apical Organelles of Plasmodium;  Developing a Transposon-based Toolkit for Genetic Analysis of Malaria Parasites	

Name	Title/ Academic Rank	Tenure Status/ Classificati on	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interest	Current /Past PH Activities
<b>Department of Global Health</b>											
<b>Azizan, Azliyati</b>	Assistant Professor	Non- Tenure Earning Research Pathway	.75	F	A	<b>Ph.D.</b> Biochemis- try  <b>M.Sc.</b> Microbiol- ogy	Univ. of Tennes- see  East Tennes- see State Univ.	Tropical Public Health	Microbiology for Healthcare Workers;  Exotic & Emerging Infectious Diseases	Tropical Public Health-Infectious Diseases;  Gene and Protein Expression to Elucidate Chondromodulin's Function in Cartilage;  Immunopatho- Genesis of Dengue Hemorrhagic Fever, Leishmaniasis and Malaria	
<b>Callegari, Carlos</b>	Professor	Non- Tenure Earning Research Pathway	1.0	M	H	<b>D. M. Sc. (Ph.D.)</b> Endocrinol- ogy, Metabolism & Nutrition  <b>M.Ed. (M.S.)</b> Educational Research  <b>M.D.</b> Physician- Surgeon	Univ. of Zulia, Venezue- la  Univ. of Carabo- bo  Univ. of Carabo- bo, School of Med.	BioMedical Public Health	Health Education & Professional Development in Ibero- Americas;  Research Methodology & Clinical Trials;	Research in the Ibero-Americas, impacting effectively the region's health care needs;  Pediatric Endocrinology	

Name	Title/ Academic Rank	Tenure Status/ Classificati on	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interest	Current /Past PH Activities
<b>Department of Global Health</b>											
<b>Cannons, Andrew</b>	Assistant Professor	Non- Tenure Earning Research Pathway	1.0	M	W	<b>Ph.D.</b> Biochemis- try	Univ. of Bradford, UK	Biochemis- try & Molecular Biology	BioChem & Molecular Bio;  Exotic & Infectious Diseases	Developing Rapid Detection & Molecular Typing Methods for I.D. & Surveillance of Bioterrorism Agents;  Emerging Infectious Diseases	
<b>Corvin, Jaime</b>	Assistant Professor	Non- Tenure Earning Research Pathway	1.0	F	W	<b>Ph.D.</b> Public Health - Community & Family Health (Global)  <b>M.S.P.H.</b> Public Health - Maternal & Child Health	Univ. of South Florida  Univ. of South Florida	Global Health Practice	Global & Env. Health;  Disaster Management;  Humanitarian Action & Assistance;  From Emergency to Dev & Preven;  Env & Occ Hlth	Global health Disparities, with special emphasis on Maternal & Child Health;  Refugee Health;  Humanitarian Assistance -Disaster Response, Relief, & Mgmt	



Name	Title/ Academic Rank	Tenure Status/ Classificati on	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interest	Current /Past PH Activities
<b>Department of Global Health</b>											
<b>DeBaldo, Ann</b>	Professor	Tenured	1.0	F	W	<b>Ph.D.</b> Medical Science (Immuno- parasitol- ogy)  <b>Certifi- cate,</b> Wellness Counsel- ing & Mind- Body Conscious- ness	Univ. of South Florida  Institute of Trans- personal Psychol- ogy, Palo Alto, CA	Global Public Health	International Health Service Collaborative  Tropical Health Immunology & Parasitology	International Tropical Public Health and Infectious Diseases;  Internation-al Health & Student Opportuni- ties;  Immunology of Vector-borne and Parasitic Diseases including Lymphatic Filariasis	
<b>Haiduven, Donna</b>	Assistant Professor	Non- Tenure Earning Research Pathway	1.0	F	W	<b>Ph.D.</b> Nursing, (Occupa- tional Health)  <b>M.S.N.</b> Medical/ Surgical Nursing Admini- stration	Univ. of California , San Fran- cisco  Univ. of Miami, FL	Infection Preven-tion/ Control & Occupa- tional Health	Infectious Disease Prevention Strategies;  Disease Surveillance & Monitoring;  Infection Control Prog. Design;  Intro to Applied Public Health	Infectious Disease Exposure Prevention;  Healthcare Facility Bioreadi-ness Plans;  Percuta-neous Injury Prevent. in Healthcare Workers;  Occ.Infect. Control; Sharps Device Evals in the Lab Setting;	

Name	Title/ Academic Rank	Tenure Status/ Classificati on	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interest	Current /Past PH Activities
<b>Department of Global Health</b>											
<b>Izurieta, Ricardo</b>	Assistant Professor	Non- Tenure Earning Teaching Pathway	1.0	M	H	<b>Dr.P.H.</b> Internation- al Health  <b>M.D.</b>  <b>M.P.H.</b> Public Health	Univ. of Alabama, Birmingh am, School of PH  Central Univ. of Ecuador  Univ. of Alabama, Birming- ham, School of PH	Tropical and Infectious Diseases	Global Health Assessment Strategies;  Vaccines;  Infec Disease Control in Devel Countries	International Health - Tropical & Infec Dis;  Vectorborne & Waterborne Diseases;  Ecological Changes & Emerging Diseases;  Vaccinology	
<b>Kwa, Boo</b>	Professor	Tenured	1.0	M	A	<b>Ph.D.</b> Immunol- ogy- Parasitol- ogy  <b>M.S.</b> Parasitol- ogy	Univ. of Malaya, Malaysia  Austral- ian National Univ.	Tropical Public Health	Vectors of Human Disease;  Health in the Americas – PAHO;  Global Health Challenges - China Case Study;  GLH Principles & Issues	International Health - sustainable development issues in developing countries as they pertain to: Parasitic Diseases Vectorborne Diseases Emerging Infectious Diseases	

Name	Title/ Academic Rank	Tenure Status/ Classificati on	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interest	Current /Past PH Activities
<b>Department of Global Health</b>											
<b>Kyle, Dennis</b>	Professor	Tenured	1.0	M	W	<b>Ph.D.</b> Zoology – Parasitolo-- gy	Clemson Univ.	Tropical Public Health and Infectious Diseases	Public Health Parasitology;  Interdiscipli- nary GH Infectious Disease Rsch	Drug Discovery and Development for Malaria, Leishmaniasis, & other Infec & Tropical Diseases;  Cell, Molecular, & Chem. Biology Approaches to Understand Antimalarial Drug Resistance Mechanisms	
<b>Landis, Danielle</b>	Assistant Professor	Non- Tenure Earning Research Pathway	.75	F	W	<b>Ph.D.</b> Public Health  <b>M.P.H.</b> Health Education	Univ. of South Florida, COPH  Univ. of South Florida, COPH	Public Health Education	Leadership & Public Health Concepts;  Issues for PH professionals	Public Health Preparedness;  Leadership training, Workforce Development	

Name	Title/ Academic Rank	Tenure Status/ Classificati on	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interest	Current /Past PH Activities
<b>Department of Global Health</b>											
<b>Milhous, Wilbur</b>	Professor	Tenured	1.0	M	W	<b>Ph.D.</b> Public Health  <b>M.S.</b> Biological Sciences	Univ. North Carolina, Chapel Hill, School of PH  Clemson Univ. (College of Ag & Biolo- gical Sciences	Tropical Public Health	Global Health Issues;  Translational Research	Basic & Translational Research to Develop New Therapies for Prevention & Treatment of Tropical Emerging Diseases, Chemical and Biological Threat Agents;  Policymaking & Strategic Trends in Malaria Drug Discovery and Global Tracking of Drug Resistant Malaria;  Infectious Disease Chemotherapy	
<b>Nisbett, Richard</b>	Assistant Professor	Tenure Earning	1.0	M	W	<b>Ph.D.</b> Biological Anthropol- ogy  <b>M.S.P.H.</b> Epidemiolo gy & Internation- al Health  <b>M.A.</b> Biocultural Anthropol- ogy	Univ. of Iowa  Univ of Alabama, Birming- ham  San Diego State Univ.	Tropical Public Health	Global Health Program Development & Administration  Evidence- based Prog for Primary Health Care;  Participatory Methods for community- based Primary Health Care	Global Infectious Diseases;  Urban Malaria in Africa (Liberia);  Human Ecology & Cross-Species Transmission of Vector-Borne & Zoonotic EID's;  Community Based, Participatory Action Research and Rapid Field Assessments	

Name	Title/ Academic Rank	Tenure Status/ Classificati on	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interest	Current /Past PH Activities
<b>Department of Global Health</b>											
<b>Petersen, Donna</b>	Professor	Tenured	1.0	F	W	<b>Sc.D.</b> Maternal & Child Health  <b>M.H.S.</b> Maternal & Child Health	Johns Hopkins Univ., School of Hygiene & P.H.  Johns Hopkins Univ., School of Hygiene & P.H.	Maternal and Child Health;  Global Health	Global Health Principles and Issues	Maternal and Child Health;  Global Health Care Reform;  Needs Assessment in Public Health	Former Family Health Division Director, Minnesota Dept. of Health
<b>Unnasch, Thomas</b>	Professor	Tenured	1.0	M	W	<b>Ph.D.</b> Enzymology	MIT, Cam- bridge	Tropical Public Health	Biology of Parasitism;  Emerging Viral and Helminthic Infections;  Arboviral Infections and Onchocer- ciasis	Tropical Infectious Vector-Borne Diseases - Molecular Epidemiology, Ecology and Biochemistry of Filarial Infections and Arthropod Borne Viruses;  Develop model to predict the risk of EEE infection in horses and humans	

Name	Title/ Academic Rank	Tenure Status/ Classificati on	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interest	Current /Past PH Activities
<b>Department of Global Health</b>											
<b>van Olphen, Alberto</b>	Assistant Professor	Non- Tenure Earning Research Pathway	1.0	M	H	<b>Ph.D.</b> Veterinary Pathobiol- ogy – Microbiol- ogy  <b>D.V.M.</b>	Purdue Univ.  U. Nacional de la Provincia de Buenos Aries	Virology & Global Infectious Diseases	Virology;  Adv. Interdisc Seminar: Current Topics in GH Infectious Disease Resch	Detection & Drug Dev. Against Potential Bioterrorism Agents & Emerging Viral Infections;  BVDV Infection in Cattle;  Anti-malarial drug discovery  Molecular & immunological diagnostics, drug screening and characterizing drug resistance in viral agents in order to develop candidates for new, more effective antiviral drugs.	

Name	Title/ Academic Rank	Tenure Status/ Classificati on	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interest	Current /Past PH Activities
<b>Department of Global Health</b>											
<b>Westhoff, Wayne</b>	Assistant Professor	Tenure Earning	1.0	M	W	<b>Ph.D.</b> Health Education  <b>M.P.H.</b> Public Health - Maternal & Child Health  <b>M.S.W.</b> Clinical Social Work	Univ. of South Florida  Univ. of South Florida  Univ. of South Florida	Health Ed;  Disaster Management & Humanitarian Assistance	Emergency / Disaster Recov;  PH Emrgencies in Large Popul;  Current Challenges in /Humanitarian Field;  GH Appl in the Field;  Organizing Humanitarian Actions	Latin American & Caribbean Basin Public Health Ed;  Humanitarian Action/Assistance	
<b>Department of Health Policy &amp; Management</b>											
<b>Abbott, Ann</b>	Assistant Professor	Non- Tenure Earning Teaching Pathway	1.0	F	W	<b>Ph.D.</b> Managem ent and Policy Sciences  <b>J.D.</b>  <b>M.P.H.</b> Health Resource Managem ent	Univ. of Texas, Sch of Public Health  Boston Univ.  Univ. of Illinois, Sch of Public Health	Health Policy	Management of Public Health Programs;  Health Policy Analysis;  Health Policy and Politics;  Public Health Ethics and Law	Public health policy affecting vulnerable populations;  Public Health Law Reform;  The role of the clinical laboratory in the solution of the problem of medical error: state and federal approaches to accreditation and regulation of clinical labs.	

Name	Title/ Academic Rank	Tenure Status/ Classificati on	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interest	Current /Past PH Activities
<b>Department of Health Policy &amp; Management</b>											
<b>Branch, Laurence</b>	Distinguish- ed Professor	Tenured	.85	M	W	<b>Ph.D.</b> Social Psychology  <b>M.A.,</b> Social Psychology	Loyola Univ. of Chicago  Loyola Univ. of Chicago	Gerontology	Soc/Behavior al Science Honors;  Health Program Evaluation	Gerontology – Florida Elder Abuse Study;  Medicare;  Health policy ;  Cuban health care system;  India health care system;	
<b>Large, John</b>	Assistant Professor	Tenure Earning	1.0	M	H	<b>Ph.D.</b> Health Policy and Manage- ment  <b>M.S.</b> Industrial Engineer- ing  <b>M.B.A.</b> Marketing and Finance	Univ. of South Florida  Georgia Institute of Technol- ogy  Univ. of South Florida	Health Care Systems	The Health Care Marketplace;  Quantitative Analysis in Health Care Management  Information Management in Public Health Settings;  Principles of Health Policy & Management	The application of management science techniques in the health care market to achieve optimal operational performance;  The analysis of governmental health care policies and their effects on health care organizations and patients.	



Name	Title/ Academic Rank	Tenure Status/ Classificati on	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interest	Current /Past PH Activities
<b>Department of Health Policy &amp; Management</b>											
<b>Orban, Barbara</b>	Associate Professor	Tenured	1.0	F	W	<b>Ph.D.</b> Public Health/ Manage- ment  <b>M.S.P.H.</b> Health Planning, Policy & Research	Univ. of California LA  Univ. of California LA	Health Services Management	Principles of Health Policy & Management  Managing Quality in Health Care;  Advanced Seminar in Health Care Management	Quality improvement in healthcare;  Emergency medical and trauma systems;  Health outcomes;  Hospital financial performance.	
<b>Pracht, Etienne</b>	Associate Professor	Tenured	1.0	M	W	<b>Ph.D.</b> Economics  <b>M.S.</b> Economics	Louisiana State Univ.  Louisiana State Univ.	Health Care Economics & Applied Econometrics	Health Economics I & II;  Appl in Health Economics;  Perspectives on Health Insurance;  PH Data, Info & Decision Making	Economics of Medicaid policies with particular emphasis on provider reimbursement mechanisms and cost containment efforts;  The Florida trauma system with an emphasis on health outcomes;  Avoidable hospitalizations	

Name	Title/ Academic Rank	Tenure Status/ Classificati on	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interest	Current /Past PH Activities
<b>Department of Health Policy &amp; Management</b>											
<b>Sear, Alan</b>	Associate Professor	Tenured	1.0	M	W	<b>Ph.D.</b> Sociology  <b>M.A.</b> Sociology	Purdue Univ.  Univ. of Tennes- see	Health Care Systems	Health Services Management  Info Sys Health Care Mgmt;  Seminar in Health care Outcomes Measure- ment	Information systems in health care;  Health care outcomes and measurement of health services efficiency;  Organizational behavior.	
<b>Sultan, Dawood</b>	Assistant Professor	Tenure Earning	.75	M	B	<b>Ph.D.</b> Sociology  <b>M.A.</b> Develop- ment Studies	Louisiana State Univ.  Univ. of East Anglia	Sociology - demography, development, and health outcomes	Strategic Planning & Health Care Marketing;  Perspectives on Health disparities	Examining the behavioral, socioeconomic and structural determinants of nutrition and health outcomes;  Investigating the pathways through which ethnicity affects health outcomes, access to and use of healthcare services.	

Name	Title/ Academic Rank	Tenure Status/ Classificati on	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interest	Current /Past PH Activities
<b>Academic Affairs / Administration</b>											
<b>Cookro, Dennis</b>	Professor	Non- Tenure Earning	1.0	M	W	<b>M.D.</b>  <b>M.P.H.</b> Health Services Adminis- tration	Univ. of Arizona  Loma Linda Univ., Calif.	Public Health and Preventa- tive Medicine	Consultation in Public Health Admin, performance assessment, preventive medicine practice parameters, community risk assessment, clinical records improvement , and utilization of new technology;	Physician member of the State Quality Improvement (QI) Team;  Collaborative w/ colleagues at the Florida DOH to investigate the utility of national public health performance standards & develop a comprehensive model of local health agency performance measurement	
<b>Knaus, Paula</b>	Instructor	Non- Tenure Earning	1.0	F	W	<b>M.A.</b> Business Admini- stration	Univ. of Georgia	Leadership Training and Development	MCH Leadership Training	Implemented significant initiatives at USF including: the Employee Assist. Prog., Victim's Advocate Prog., Teaching Enhance. Program, Leadership Development Program and Office of Diversity;  At the AAMC, co- founder of Southern Region Annual Prof Dev Conference for Women in Medicine	

Name	Title/ Academic Rank	Tenure Status/ Classificati on	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interest	Current /Past PH Activities
<b>Academic Affairs / Administration</b>											
<b>Rusnak, Laura</b>	Instructor	Non- Tenure Earning	1.0	F	W	<b>M.P.H.</b> Community Health Education  <b>CHES</b>	Univ. of Florida	Community Health Education	Under- graduate  Intro to Public Health;  Contempor ary Health Science;  Critical Issues in Public Health	Using blended learning to ensure consistency and quality in multiple course sections	

#### 4.1.b. Other faculty that contribute to the teaching programs of the college

Table 4.1.b. provides data on “other” faculty who contribute to the teaching program. Other faculty appointed as adjunct instructors are those who are paid to teach; unpaid “other” faculty include affiliate or joint appointment faculty. As of May 2010, 59 adjunct faculty members taught. May is the reporting period for this table as the faculty assignment and evaluation year is May to May.

**Table 4.1.b. - Other Faculty Who Support Teaching Programs [May 2010]**

Name	Title/Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Highest Degree Earned	Discipline	Teaching Areas
<b>Department of Community &amp; Family Health</b>								
Armstrong, Mary	Joint Assistant Professor	Assistant Professor, FMHI	.12	F	W	<b>Ph.D.</b>	Children’s Mental Health Issues	Children’s Mental Health
Becker, Marion	Joint Professor*	Professor, FMHI	.22	F	W	<b>Ph.D.</b> Social Welfare	Psychiatric Nursing; Gerontology	Epi of Mental Disorders
Boothroyd, Roger	Joint Associate Professor	Professor, FMHI	.125	M	W	<b>Ph.D.</b> Ed. Psychology	Mental Health Law & Policy	Beh Hlth Svcs, Rsch & Eval

Name	Title/Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Highest Degree Earned	Discipline	Teaching Areas
<b>Department of Community &amp; Family Health</b>								
Casey, Roger	Adjunct Instructor	Dir, Homeless Providers Prog, VA Hospital	.25	M	W	<b>Ph.D.</b> Public Health	Public Mental Health	Social/Behav Sci Applied to Health
Clark, Coleen	Joint Assistant Professor	Assistant Professor, FMHI	.04	F	UK	<b>Ph.D.</b> Clinical & Community Psychology	Mental & Behavioral Health	Homelessness/ Behavioral Healthcare
Gulitz, Elizabeth	Affiliate Associate Professor	Retired Tenured Associate Professor	.10	F	W	<b>Ph.D.</b> Higher Ed Admin/Found Minor-Nursing	Public Health Education	Maternal & Child Health I & II; Contract Courses
Hanson, Ardis	Joint Faculty Administrator	Librarian, USF Library	.04	F	W	<b>M.A.</b> Library & Info Science	Lib/Information Science / Behav Hlth	Co-Instructor Mental Health Informatics
Hernandez, Mario	Joint Associate Professor	Associate Professor, FMHI	.04	M	H	<b>Ph.D.</b> Clinical/ Community Psychology	Children's Mental Health Issues	Children's Mental Health
Jeffers, Delores	Faculty Administrator	Faculty Admr, COPH	.125	F	W	<b>M.P.H.</b> <b>R.N.</b>	Maternal & Child Health	Co-Instructor Maternal & Child Health
King, Lindsey	Adjunct Instructor	Study Coord, Moffitt Cancer Ctr.	.25	F	UK	<b>M.P.H.</b> <b>C.H.E.S.</b>	Public Health Education; Health outcomes	Undergraduate- Sex, Health & Decision Making
Krueger, Richard	Adjunct Professor	Professor Emeritus, U. of Minn. (Past Pres., Am Eval Assoc.)	.25	M	W	<b>Ph.D.</b> Education	Program Eval; Research Methodology	Focus Group Research Strategies
Lee, Nancy	Adjunct Instructor	President, Social Marketing Svcs.	.25	F	W	<b>M.B.A.</b> Marketing	Social Marketing	Intro to Social Marketing for PH
Lefebvre, Richard	Adjunct Professor	Chief Maven, Lefebvre Consulting Group	.50	M	W	<b>Ph.D.</b> Clinical Psychology	Social Design & Marketing	Designing Social Marketing Prog.
Levin, Bruce	Joint Associate Professor	Associate Professor, FMHI	.25	M	W	<b>Dr.P.H.</b> Health Services Research	Managed Behavioral Health Care	Found of Beh Health Systems
Mahan, Charles	Affiliate Professor	Professor Emeritus, COPH	.125	M	W	<b>M.D.</b> OB/GYN	Maternal & Child Health	Community Partnerships & Advocacy

Name	Title/Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Highest Degree Earned	Discipline	Teaching Areas
<b>Department of Community &amp; Family Health</b>								
Massey, Oliver	Joint Associate Professor	Associate Professor, FMHI	.27	M	W	Ph.D. Psychology	Mental Health Services Research & Evaluation	Rsch Methods in Public & Behav Health
Murphy, Holly Rayko	Adjunct Instructor	Director, Student Health Svcs, USF	.25	F	W	M.P.H. Public Health Education M.A. Wellness/ Exercise Physiology	Public Health Education	Undergraduate- Sex, Health & Decision Making
Oberne, Alison	Adjunct Instructor	Adjunct Instructor, HCC	.50	F	W	M.P.H. M.A. Psychology	Public Health Education	Undergraduate- Sex, Health & Decision Making
Orriola, Deidra	Adjunct Instructor	Health Lrng Facilitator, Student Hlth Svc, USF	.25	F	H	M.P.H.	Public Health Education	Undergraduate- Sex, Health & Decision Making
<b>Department of Environmental &amp; Occupational Health</b>								
Ashley, Candi	Joint Associate Professor	Associate Professor, Physical Ed Dept, USF	.10	F	W	Ph.D. Exercise Science	Exercise Physiology; Env/Occ Physiology	Industrial Hygiene; Thesis/ Dissertation
Booth, Robert	Affiliate Instructor	Ind Hygiene/ Risk Mgt Consultant, Oncolre, Inc.	.03	M	W	M.P.H. C.I.H. L.H.R.M.	Industrial Hygiene	Occupational Medicine Seminar
Bradley, Melville	Affiliate Assistant Professor	Occ Med Officer, VA Hospital	.03	M	W	M.D. M.S.P.H.	Occupational Medicine	Occupational Medicine Residency
Cunningham, Jeffrey	Joint Assistant Professor	Assistant Professor, Civil & Env Eng, USF	.10	M	W	Ph.D. Civil & Env Eng	Civil & Env Engineering	Env Engineering, Thesis/ Dissertation
Hanna, Eve	Affiliate Instructor	Prog Chief, J.V. Haley Veterans Hospital	.125	F	W	M.D. Emergency Medicine M.S.P.H. Occ Med Residency Program	Occupational Health	Occupational Medicine Seminar

Name	Title/Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Highest Degree Earned	Discipline	Teaching Areas
<b>Department of Environmental &amp; Occupational Health</b>								
Johnson, Giffe	Adjunct Assistant Professor	Adjunct Assistant Professor, EOH, USF	.437	M	W	Ph.D. Public Health - EOH	Environmental Health	Occupational Health Risk Assessment
McCright, Paul	Adjunct Instructor	Lecturer (Retired) USF/Ind Eng	.50	M	W	Ph.D. Industrial Engineering	Industrial Eng & Eng Management	Construction & Occ Safety Eng
Mohapatra, Shyam	Joint Professor	Professor, Internal Medicine, USF	.02	M	A	Ph.D. Genetics	Immunology & Inflammation; Genetics	Occupational Medicine Health
Ross, Mark	Joint Associate Professor	Associate Professor, Civil & Env Eng	.10	M	W	Ph.D. Civil Engineering	Civil & Env Engineering	Thesis/ Dissertation
Sava, Vasyi	Joint Assistant Professor	Assistant Professor, Neurology, USF	.05	M	UK	Ph.D. Bioorganic Chemistry	Neuroscience	Toxicology - Dissertation
Smyth, John	Adjunct Assistant Professor	Sr. Scientist, Env Consul & Technol	.25	M	W	Ph.D. Industrial Hygiene	Industrial Hygiene	Analytical methods in Industrial Hygiene
Truncale, Thomas	Adjunct Associate Professor	Dir, Lung Nodule Prog; J.V. Haley Veterans Hospital	.125	M	W	Doctor of Osteopathy M.P.H.; Occ Med Residency	Occupational Medicine	Occupational Medicine Health/Seminar
Watkins, Joan	Adjunct Instructor	Medical Dir, Univ. Comm Hospital	.125	F	W	Doctor of Osteopathy M.P.H.	Preventative & Occupational Medicine	Occupational Medicine Seminar
<b>Department of Epidemiology &amp; Biostatistics</b>								
<b>Epidemiology</b>								
Becker, Marion	Joint Professor	Professor, FMHI	.08	F	W	Ph.D. Social Welfare	Psychiatric Nursing; Gerontology	Epi of Mental Disorders
Giuliano, Anna	Joint Professor	Professor, Oncologic Svc, Moffitt Cancer Ctr	.10	F	W	Ph.D. Nutritional Biochemistry	Cancer Prevention Epidemiology	Cancer Epidemiology

Name	Title/Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Highest Degree Earned	Discipline	Teaching Areas
<b>Department of Epidemiology &amp; Biostatistics</b>								
<b>Epidemiology</b>								
Gum, Amber	Joint Assistant Professor	Assistant Professor, FMHI	.08	F	W	Ph.D. Clinical Psychology	Aging and Mental Health	Co-Morbidity - Mental/Physical Disorders
Rollison, Dana	Adjunct Assistant Professor	Assistant Member, Moffitt Cancer Ctr.	.125	F	W	Ph.D. Epidemiology	Cancer Epidemiology	Cancer Epidemiology
Schabath, Matthew	Adjunct Assistant Professor	Assistant Member, Moffitt Cancer Ctr.	.125	M	W	Ph.D. Epidemiology	Cancer Epidemiology	Cancer Epidemiology
<b>Biostatistics</b>								
Boaz, Timothy	Joint Associate Professor	Associate Professor, FMHI	.08	M	W	Ph.D. Clinical Psychology	Public Mental Health Program/ Data Sets	Computer Applications for PH Researchers
Lee, Ji-Hyun	Adjunct Assistant Professor	Assistant Professor Moffitt Cancer Ctr	.25	F	A	Dr.P.H. Biostatistics	Biostatistics	Design/Conduct of Clinical Trials
Rajaram, Lakshminarayan	Adjunct Assistant Professor	Assistant Professor, St. Pete College	.25	M	A	Ph.D. Mathematics /Statistics	Applied Mathematics/ Statistics	PH Database Management; Biostatistics
<b>Department of Global Health</b>								
Calvo, Arlene	Adjunct Assistant Professor		.50	F	H	Ph.D. Public Health	Public Health/ Community & Family Health	Dissertation
Clem, Angela	Adjunct Instructor	RN, Morton Plant Healthcare	.50	F	W	Ph.D. Public Health M.P.H. M.S.N.	Global Communicable Disease	Undergraduate-Found of Food Safety



Name	Title/Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Highest Degree Earned	Discipline	Teaching Areas
<b>Department of Global Health</b>								
Gonzalez, Michael	Adjunct Instructor	Chief, Special Ops; Tampa Fire & Rescue	.25	M	H	<b>Ph.D.</b> Curriculum & Instruction <b>Exec. Fire Officer Mgt Prog</b>	Emergency Rescue/ Disaster Recovery Instruction	Emergency/ Disaster Recovery
Mhaskar, Rahul	Adjunct Instructor	Statistical Data Analysis Mgr, Health VP	.50	M	A	<b>M.P.H.</b> (Ph.D. grad candidate)	Global Communicable Disease	Undergraduate- PH Immunology
Ottendorfer, Christy	Adjunct Instructor	Post Doc Fellow, USF	.75	F	W	<b>Ph.D.</b> Public Health	Global Communicable Disease	Undergraduate- Infectious Diseases/ Found of Global Health
Roberts, Jill	Adjunct Instructor	Post Doc Fellow, USF	.125	F	W	<b>Ph.D.</b> Public Health	Global Communicable Disease	Undergraduate- Infectious Diseases/ Found of Global Health
Stark, Lillian	Adjunct Assistant Professor	Lab Director, Fl. DOH, Epi Research Center	.25	F	W	<b>Ph.D.</b> Biology <b>M.P.H.</b>	Microbiology/ Serology (Licensed Clinical Lab Director)	PH Immunology
Tabler, Robert	Adjunct Instructor	Community Planner, Hillsborough Co. Emerg Mgt.	.25	M	W	<b>Ph.D.</b> Public Health <b>Graduate Certificate:</b> Disaster Mgt	Social & Behavioral Science	Overview of US and Int'l Disaster Mgt.
<b>Department of Health Policy &amp; Management</b>								
Andrews-Crotwell, Linda	Adjunct Instructor		.25	F	W	<b>Ph.D.</b> Organiz. Communic.	Org. Dev & Training	Org. Behavior in Health Services
Cahow, Eric	Adjunct Assistant Professor	Sr. Director, WellCare Health Plans	.25	M	W	<b>Ph.D.</b> Social Policy	Applied Financial Econometric Research in Hlth Svcs Settings	Health Insurance & Managed Care
Kabir, S.Z.	Adjunct Instructor	Consultant, Managed Care Co.	.25	M	A	<b>M.P.H.</b> Health Administration	Health Policy & Management	Undergraduate- Understanding U.S. Healthcare

Name	Title/Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Highest Degree Earned	Discipline	Teaching Areas
<b>Department of Health Policy &amp; Management</b>								
Petrila, John	Joint Professor	Professor, FMHI	.08	M	W	Ph.D.	Law & Mental Health	Health Care Law, Regs, & Ethics
Ward, William	Adjunct Associate Professor	Previously: Director/Assoc Professor, Tulane School of Medicine	.25	M	W	Ph.D. Public Health Education	Health Education; Int'l Health	Int'l Health Care Systems
<b>Academic Affairs/ Administrative Area</b>								
Belteau, Jennifer	Adjunct Instructor		.25	F	W	M.P.H.	Maternal & Child Health	Undergraduate- Intro to PH
Burke, Somer	Adjunct Instructor	Academic Admr, COPH, PHP	.25	F	W	M.P.H. CHES	Public Health Practice	Undergraduate-Intro to Public Health
Maynard, Anna	Adjunct Instructor	Faculty Admr, Area Health Ed Center	.25	F	W	M.P.H. CHES	Public Health Issues; Data Reporting	Undergraduate- Intro to PH
Nevins, Samantha Haigler	Adjunct Instructor	Health & Wellness Consultant, Agency on Aging	.25	F	W	M.P.H	Maternal & Child Health	Undergraduate- Contemporary Health Science
Rodriguez-Snapp, Nazach	Adjunct Instructor	Program Planner/ Analyst, USF	.25	F	H	M.P.H. M.S.W.	Socio-Behavioral Health	Undergraduate- Contemporary Health Science
Van Elswyk, James	Adjunct Assistant Professor	Prior: Full Partner, OB/GYN Practice for 20 years	1.00	M	W	M.D. OB/GYN	Medicine	Undergraduate- Medical Terminology; Human Diseases, Human Structure & Function

\*Note: Annualized FTE's for Unpaid (Joint, Affiliate and Courtesy) appointments were calculated using a formula based upon assigned teaching- related assignments for the year. (i.e., teaching 1 regular course for 1 semester = .08/year; One Thesis, Dissertation, or Supervised Field Experience = .05/year)  
Report period is May-May as that is the assignment/evaluation year for faculty.

\*FTE's for paid (Adjunct) faculty were determined by their appointment FTE's in the USF HR/payroll system

**4.1.c. The manner in which the faculty complement integrates perspectives from the field of practice.**

Several core faculty members and many other faculty bring practice experience to the COPH research and educational environment. Several of the core faculty have public health practice experience and affiliate faculty from the practice community regularly teach. For example, Dr. Carol Bryant is the former Deputy Commissioner of the Lexington/Fayette County Health Department (Kentucky). Dr. Adewale Troutman is the former County Health Officer of Louisville, Kentucky. Both the Dean (Minnesota) and the Associate Dean for Academic and Student Affairs (New Jersey and Florida) have state level public health experience. Dr. Donna Haiduven, Director of the Graduate Infection Control Certificate Program, brings over 20 years of experience as an Infection Control Professional using pertinent case examples in her courses. Dr. Marti Coulter brings her experience as Deputy State Health Officer in Florida and in the Developmental Evaluation Center programs in North Carolina to her teaching, policy development and practice work. Dr Ricardo Izurieta is the former National Director of the Ecuadorian Cholera Control Program (1991-1993), and incorporates in his teaching activities his experiences during the Latin American 1991 cholera epidemic. This year, these discussions led to an in-class activity that produced cholera control strategies for the Haiti epidemic which were then used to advise the Haiti Epidemic Advisory System HEAS <http://haiti.mphise.net> The Department of Environmental and Occupational Health relies on local professionals to bring in a practice perspective in a number of course offerings. These include especially Occupational Safety, Water and Waste Water (and related environmental health classes), and Occupational Medicine. Recently, a safety and health professional from a lead smelter discussed a personal monitoring program for all occupational health and safety students (OS, IH, OMR and OHN). Several of the EOH faculty have private industry and consulting activities that provide cases examples for discussion of important topic areas within our classes. This is especially true of occupational health and safety and toxicology and risk assessment. A recent example is that Dr. Thomas Bernard discussed his experience with the Gulf restoration workers and heat stress with the ERIC seminar and Occupational Medicine class as a way to illustrate exposure assessment and control. The Hillsborough County (Tampa) Health Officer and the Director of the Hillsborough County Health and Human Services Agency guest lecture each semester in the MPH Capstone course.

**4.1.d. Outcome measures by which the school may judge the qualifications of its faculty together with data regarding the performance of the school against those measures for each of the last three years.**

Table 4.1.d. provides a variety of outcome measures, over the last three years that illustrate the qualifications of the COPH faculty, beyond those documented in other criteria. The COPH strategic plan does not include outcome measures of the type sought after by CEPH in this criterion so no targets have been set. These data are provided in response to the measures required and in the spirit of illustrating the qualifications of our primary faculty.

**Table 4.1.d. Outcome Measures of Faculty Qualifications, Ranked Faculty, 2007 – 2010**

Outcome Measures	Target**	2007-2008	2008-2009	2009-2010
		Headcount (%)	Headcount (%)	Headcount (%)
Ranked Faculty *	Measures not included In COPH Strategic Plan	77 (100%)	73 (100%)	74 (100%)
Master's Level Public Health Degrees	Measures not included In COPH Strategic Plan	27 (35%)	25 (34%)	25 (34%)
Doctoral Level Public Health Degrees	Measures not included In COPH Strategic Plan	30 (39%)	30 (41%)	30 (41%)
Tenured	Measures not included In COPH Strategic Plan	39 (51%)	38 (52%)	39 (53%)
Tenure Earning	Measures not included In COPH Strategic Plan	17 (22%)	16 (22%)	15 (20%)
Non-Tenure Earning	Measures not included In COPH Strategic Plan	21 (27%)	19 (26%)	20 (27%)
Professors	Measures not included In COPH Strategic Plan	33 (43%)	32 (44%)	32 (43%)
Associate Professors	Measures not included In COPH Strategic Plan	16 (21%)	14 (19%)	15 (20%)
Assistant Professors	Measures not included In COPH Strategic Plan	28 (36%)	27 (37%)	27 (37%)
% Applicants Successfully Granted <b>Promotion</b>	Measures not included In COPH Strategic Plan	No Applicants	100%	100%
% Applicants Successfully Granted <b>Tenure</b>	Measures not included In COPH Strategic Plan	No Applicants	100%	100%
# of Faculty receiving Awards/Honors from Professional Organizations (outside USF)	Measures not included In COPH Strategic Plan	15 (19%)	16 (22%)	10 (14%)
# of Faculty receiving Awards/Honors from USF	Measures not included In COPH Strategic Plan	9 (12%)	8 (11%)	9 (12%)
# of Faculty serving in an Editorial Role for a Journal	Measures not included In COPH Strategic Plan	16 (21%)	17 (23%)	18 (24%)
# of Faculty serving as Officer/Leader for a Professional Organization at the <b>National</b> or <b>International</b> Level	Measures not included In COPH Strategic Plan	16 (21%)	14 (19%)	21 (28%)
# of Faculty Appointed to University-Wide Committees	Measures not included In COPH Strategic Plan	28 (36%)	21 (29%)	29 (39%)

\* Ranked Faculty = Assistant, Associate and Full Professors

\*\* The outcome measures identified in this table are presented in response to the data requested in criterion 4.1.d. They are not included in the 2007-2012 COPH Strategic Plan, and as such, no targets have been established.

#### **4.1.e. Assessment of the extent to which this criterion is met.**

This criterion is met. The COPH has a clearly defined faculty that is able to fully support the school's mission, goals and objectives.

Strengths: The COPH is proud of its outstanding faculty. Nearly half have graduate degrees from accredited schools of public health and several bring direct public health practice experience. All core faculty at the Assistant, Associate, or Full Professor level have doctoral degrees. All faculty who serve on Graduate Committees must be credentialed before appointments to dissertation or thesis committees are approved. The COPH has two 21<sup>st</sup> Century Scholars, awarded by the State University System Board of Governors, the only ones awarded to USF. The COPH has had two Fulbright awards granted since the last review, as well as one University Distinguished Professor and two USF Health Distinguished Professors. The USF Division of Sponsored Research reports that 5 of the top 25 research awards to USF in 2010 were to public health faculty, 3 of whom were in the top 4.

Weaknesses: None identified.

Plans: The COPH expects to leverage the practice experiences of its faculty further in the educational setting and to increase the number of persons from the practice community who are regularly featured as lecturers, presenters, research collaborators, and faculty-student mentors.

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## 4.2 Faculty Policies and Procedures.

**The school shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.**

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### 4. 2.a. Faculty handbook or other written document that outlines faculty rules and regulations.

The CPH Office of Faculty and Staff Affairs supports the recruitment, development and growth of faculty and staff. An Associate Dean oversees the day-to-day administration of this unit and works closely with the CPH Faculty Affairs Committee to make certain that CPH procedures and guidelines ensure fair and consistent treatment of faculty. A list of primary services provided by the Office is available on the Faculty Affairs website at <http://health.usf.edu/publichealth/facultyaffairs/index.htm>. In addition, links to CPH, USF Health, and University regulations, policies and procedures that relate to faculty are available on the CPH Office of Faculty and Staff Affairs website for easy access by faculty members.

The University Faculty Handbook was updated in 2009 and is available to CPH faculty at <http://www.acad.usf.edu/Resources/Documents/Faculty-Handbook/>. A copy of the Handbook is available in the Resource File.

### 4.2.b. Provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.

The Associate Dean for Faculty and Staff Affairs participates in the recruitment of all new faculty members, negotiates letters of offer with potential new hires on behalf of the Dean, and meets with new faculty upon hiring to orient them to the CPH, USF Health and the University. Also, on their first day of employment, new faculty meet with Human Resources professionals to review their benefits and other important conditions of employment. USF has created an on-line video explaining all of the available benefits to faculty, This video can be found at <http://usfweb2.usf.edu/human-resources/benefits/new-employee-online-training.asp>.

All new faculty are invited to participate in the USF New Faculty Orientation Program and to view an on-line video containing the USF Health New Faculty Orientation Program - *The Future is Now*. The video is available at <http://health.usf.edu/facultyaffairs/NFO.htm#health>. The USF Health Vice President also hosts a New Faculty Reception to promote the meeting of colleagues.

In addition to the initial "introduction" to the CPH and to USF, the CPH actively supports the professional development of faculty from informal mentoring to sabbaticals. A major responsibility of the Office of Faculty and Staff Affairs is to promote professional development opportunities for faculty to ensure their success at USF, either by coordinating programs or making faculty aware of ones offered by other entities within the CPH or USF. The many professional improvement opportunities available to faculty are listed on the Faculty and Staff Affairs website at: <http://health.usf.edu/publichealth/facultyaffairs/faculty-development.htm>. Information regarding programs offered by the CPH Office of Educational Technology Assistance, the CPH Office of Faculty and Staff Affairs, the USF 21<sup>st</sup> Century Teaching

Enhancement Center, the USF Offices of Talent Management and Diversity and Equal Opportunity, the USF Health Leadership Institute and the USF Health Office of Diversity are accessible via this website.

A Coordinator for Faculty Development was hired two years ago to coordinate the faculty development programs and to help faculty prepare their Promotion and Tenure (P&T) applications. Since the new Coordinator for Faculty Development has been working with faculty to prepare their P&T portfolios, there has not been a single error in the portfolios that have been submitted to the Vice President and President for approval.

In addition to the annual P&T process, USF requires a mid-tenure review process. Feedback provided to faculty during the mid-tenure review process helps them to focus their efforts on activities that will increase the likelihood of their being successful candidates for promotion and/or tenure. The Coordinator for Faculty Development also assists faculty in preparing mid-tenure review packets.

The COPH has encouraged each Department to assign a mentor to new and junior faculty. A new program is the USF Health on-line "Mentor Match" system which was developed to match new and junior faculty with more experienced faculty throughout USF Health who can serve as mentors. Mentors are identified and introduced "electronically" to their mentees. Details of these initiatives are available at <http://health.usf.edu/publichealth/facultyaffairs/mentoring.htm>

In 2009, the Dean and Executive Committee created a Strategic Investment Fund to provide resources to faculty and staff that ensures the continued growth and improvement of the COPH. Among the four new programs being funded to support faculty efforts, one provides Faculty and Staff Professional Development Awards and a second supports International Travel Awards. Faculty and staff can apply to pursue professional development opportunities relevant to their current work and future career goals. The international awards give faculty an opportunity to explore new partnerships and areas for their work. Details about these initiatives are available at: <http://health.usf.edu/publichealth/facultyaffairs/faculty-development.htm>.

In addition to the awards provided through the COPH Strategic Investment Fund, the COPH has funded the participation of one faculty member during the past three years in support of a Fulbright. A second has just been awarded with full COPH support. In addition, every year the COPH and USF invite applications from faculty to participate in the USF sabbatical program. The COPH has funded two faculty sabbaticals over the past three years.

The development of leadership skills among our faculty is a priority in USF Health. The USF Health Leadership Institute is a nationally recognized 18-month program available to 20 competitively selected USF Health faculty per program cycle. Three COPH faculty have been selected to participate in the last two Leadership Institute Programs. Information about the Institute is found at: <http://www.cti-usf.com/services/leadership/leadership-institutes/>

It is important to note that the COPH Faculty Affairs Committee, with the support of the Associate Dean for Faculty and Staff Affairs has worked diligently to update the COPH Promotion and Tenure Guidelines, to clarify the types of COPH faculty appointments and the qualifications required for each category, and to create new pathways for non-tenure earning faculty, specifically in the areas of research and teaching. The academic classifications and titles used in the COPH are found in Sections 2.1 and 2.2 of the COPH Appointment, Promotion and Tenure Guidelines  
<http://health.usf.edu/publichealth/facultyaffairs/pdf/COPH%20guidelines%20revised.pdf>

A copy of the APT Guidelines is available in the Resource File.

The new pathways for promotion for non-tenure earning ranked faculty, Research and Teaching, allow for the appointment and promotion of individuals whose assigned duties do not require them to meet the expectations of tenure. The **Research Pathway** is designed for ranked faculty with non-tenure earning appointments who are primarily supported by research grants, who are engaged principally in research/scholarship, and who may have occasional teaching and service activities. This pathway is discussed in Section 3.1(b) 2 of the COPH APT Guidelines. The **Teaching Pathway** is designed for ranked faculty with non-tenure earning appointments who are primarily engaged in teaching activities, though these faculty are also expected to have some research/scholarship and service activities. This pathway is discussed in Section 3.1(b) 3 of the COPH APT Guidelines.

In addition to the pathways for promotion for ranked faculty, the Faculty Affairs Committee developed guidelines to provide a promotional career path for individuals with the non-tenure earning rank of Instructor. The COPH Career Path for Instructors Appointment and Promotion Guidelines detail the criteria and procedures to be used in recommendations for faculty Instructor appointments and promotions. They can be viewed in the Resource File and at: <http://health.usf.edu/publichealth/facultyaffairs/pdf/Career%20Path%20for%20Instructors.pdf>.

Though not usually considered “faculty development,” the COPH is proud of its efforts to engage the faculty in recognizing and celebrating each other’s work through a series of “college community events.” These have included end-of-semester celebrations, where faculty and staff accomplishments are acknowledged and celebrated; length of service recognitions where faculty and staff who have achieved a five-year increment mark in years of service are recognized and rewarded; an annual awards ceremony where faculty, staff and students are recognized for their achievements; and a popular “Lunch with your Colleagues” series where faculty are given just a few minutes to say something about themselves, whether it be professional or personal. In addition to these events, the Dean hosts monthly “coffees” with specific groups of faculty and staff, each twice a year. One month is for full professors, the next for associates, the next for assistants, the next for research faculty, the next for staff and the last for chairs, without the other members of the executive committee. These are strictly informal and allow the faculty or staff to communicate with the Dean about topics of their choosing. These are often enlightening for the Dean but are also important mentoring opportunities for the faculty and staff and serve to keep communication lines open throughout the year.

#### **4.2.c. Description of formal procedures for evaluating faculty competence and performance.**

USF policy and the USF/UFF Collective Bargaining Agreement require that an annual evaluation be conducted for all faculty members. Faculty report their accomplishments via a comprehensive on-line Annual Faculty Activity Report (AFAR) which is the basis for the annual evaluation. The on-line template facilitates consistent reporting of research, teaching, service, and other activities so that Chairs can be objective in evaluating faculty performance.

Faculty assignments are made to cover the Summer, Fall, and Spring semesters of each year, generally May through April. At the end of the Spring semester, faculty are asked to complete the on-line AFAR. AFARs subsequently are filed in an on-line data warehouse that can be accessed by the Dean, the Associate Dean for Faculty and Staff Affairs, respective Department Chairs and specified support staff. The AFARs are used by the Chairs and the Dean in completing the annual evaluations, the Annual Faculty Review Summary, for each faculty



member that reports directly to them. Upon completion, the Chairs and the Dean meet with each faculty member to review their reports and evaluations. This process and related forms are available on the Faculty Affairs website at <http://health.usf.edu/publichealth/facultyaffairs/pdf/Annual%20Faculty%20Assignment%20and%20Evaluation%20Guidelines.pdf>

A copy of a completed AFAR is available in the Resource File along with sample announcements to faculty and Chairs about the process.

#### **4.2.d. Description of the processes used for student course evaluation and evaluation of teaching effectiveness.**

Student course evaluations and evaluation of teaching effectiveness are important components of the overall teaching evaluation of faculty by the Department Chairs. At the end of every semester, evaluation forms are provided to students participating in courses asking them to give confidential evaluations of both the course and the effectiveness of the instructor. These responses are summarized and provided to the faculty, the Department Chairs, the Associate Dean for Academic Affairs, and the Dean. Faculty are encouraged to conduct their own early or mid-course evaluations during the semester in which they are teaching to make adjustments as necessary. The majority of faculty are rated highly by students. In situations where concerns are expressed, the Department Chair will first counsel the faculty and if necessary, refer the faculty to programs offered by USF through its Office of 21<sup>st</sup> Century Learning. Teaching effectiveness is an essential element of the mid-tenure review and of the tenure and promotion process. Though research is valued highly at USF, the COPH values teaching at the same level and expects faculty to be excellent in their teaching performance. The evaluation of teaching takes into account not only student evaluations but the relevance of course material, the use of new teaching innovations, the extent to which students are engaged in service-learning or other hands-on applications of skills being learned in the classroom, team-teaching, recognitions for teaching (publications on teaching, awards for teaching) and formal and informal advising and mentoring of students. The Department Chair and the Curriculum Committee of each department are engaged in the development and review of course materials and teaching innovations both in-class and online. Student engagement in service learning is tracked by individual faculty with review by the Chair and department.

#### **4.2.e. Description of the emphasis given to community service activities in the promotion and tenure process.**

An entire section of the COPH APT Guidelines is dedicated to the category of Service and demonstrates the COPH's commitment to its importance by requiring faculty to demonstrate service to the community, in addition to the more typical expectation of service to the COPH and University, to obtain tenure and/or promotion. Service in this context refers to service to the profession or field and service to the community. Section 4.3 of the COPH APT Guidelines outlines the types of activities that are related to the University, the profession and the community. It further specifies the expectation that faculty contribute to public health practice. In addition, Section 4.2, the Research and Scholarship criteria reflect enhancements to the guidelines prepared by faculty several years ago in recognition of the importance of public health practice scholarship. See the COPH APT Guidelines at <http://health.usf.edu/publichealth/facultyaffairs/pdf/COPH%20guidelines%20revised.pdf>

Community service typically is part of a faculty member's annual assignment, although the percentage of assigned time may vary depending on the specific field, the academic unit, and the faculty member's other assigned duties. Community service activities are reported

separately in the AFAR and become part of the faculty member's permanent performance record. Note that service is an explicit goal of the COPH Strategic Plan 2007-2012 and several objectives and indicators are tracked to monitor progress toward this goal.

#### **4.2.f. Assessment to the extent to which this criterion is met.**

This criterion is met. The COPH has well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

**Strengths:** The COPH has clear guidelines and procedures for the fair and consistent recruitment, appointment and promotion of qualified faculty, whether core or "other." COPH appointment, promotion and tenure guidelines have been updated to provide new pathways to promotion for non-tenure earning ranked faculty. A variety of faculty development opportunities are made available on an ongoing basis. The mid-tenure review process provides constructive feedback to faculty and guides them to a successful promotion and tenure outcome, or when necessary, to an alternative pathway. The clarity and objectivity of these policies and procedures have contributed to no one being denied tenure or promotion in the past six years. Clear mechanisms exist for the evaluation of teaching effectiveness and for the promotion of community service. COPH "community-building" events and other planned opportunities for faculty and staff to interact foster an open and collaborative work environment.

**Weaknesses:** Whereas clear structures exist to encourage mentoring of junior faculty by more senior mentors within and outside of the COPH, the COPH needs to do more to increase participation in these programs and to evaluate their effectiveness.

**Plans:** The leadership of USF Health is preparing to develop a USF Health-wide professional development program. In the meantime, the COPH Office of Faculty and Staff Affairs will facilitate the participation of junior faculty in existing mentoring programs and encourage junior faculty in particular to take advantage of faculty development program offerings. Similar to the research and teaching pathways for non-tenure earning faculty, the COPH intends to create a practice pathway for faculty who bring significant practice experience and are recruited here to build that part of our portfolio. In addition, the COPH will develop a mid-promotion review process for faculty on non-tenure-earning pathways, similar to the mid-tenure review process for those faculty on tenure-earning pathways.

### 4.3 Faculty and Staff Diversity.

The school shall recruit, retain and promote a diverse faculty and staff, and shall offer equitable opportunities to qualified individuals regardless of age, gender, race, disability, sexual orientation, religion or national origin.

#### 4.3.a. Summary demographic data on the school's faculty, showing at least gender and ethnicity.

Table 4.3.a provides summary demographic data for faculty as of May, 2010. May is the reporting period for this table as the faculty assignment and evaluation year is from May to May.

**Table 4.3.a. Summary Demographic Data for Current Core and Other Faculty As of May 2010**

	Core Faculty		Other Faculty		TOTAL	
	#	%	#	%	#	%
# % Male	44	57%	29	49%	73	54%
# % African American Male	5	6	0	0	5	4
# % Caucasian Male	29	38	22	37	51	38
# % Hispanic/Latino Male	4	5	2	3	6	4
# % Asian/Pacific Islander Male	6	8	4	7	10	7
# % Native American/Alaska Native Male	0	0	0	0	0	0
# % Unknown/Other Male	0	0	1	2	1	1
# % International Male						
# % Female	33	42%	30	51%	63	46%
# % African American Female	3	4	0	0	3	2
# % Caucasian Female	26	34	24	41	50	37
# % Hispanic/Latino Female	1	1	3	5	4	3
# % Asian/Pacific Islander Female	2	3	1	2	3	2
# % Native American/Alaska Native Female	1	1	0	0	1	1
# % Unknown/Other Female	0	0	2	3	2	2
# % International Female						
<b>TOTAL</b>	<b>77</b>	<b>100%</b>	<b>59</b>	<b>100%</b>	<b>136</b>	<b>100%</b>

Note: Core faculty includes: Instructor, Assistant Professor, Associate Professor and Professor

#### 4.3. b. Summary demographic data on the school's staff, showing at least gender and ethnicity.

Table 4.3.b. provides summary demographic data for staff as of June, 2010. June is the reporting period as the annual assignment/evaluation period for staff is July - June.

**Table 4.3.b. Summary Demographic Data for Full-Time Staff\* As of June 2010**

	Full-Time Staff	TOTAL
# % Male	29	29.0%
# % African American Male	4	4.0%
# % Caucasian Male	18	18.0%
# % Hispanic/Latino Male	5	5.0%
# % Asian/Pacific Islander Male	2	2.0%

	<b>Full-Time Staff</b>	<b>TOTAL</b>
# % Native American/Alaska Native Male	0	0.0%
# % Unknown/Other Male	0	0.0%
# % International Male	0	0.0%
<b># % Female</b>	<b>70</b>	<b>70.0%</b>
# % African American Female	10	10.0%
# % Caucasian Female	50	50.0%
# % Hispanic/Latino Female	4	4.0%
# % Asian/Pacific Islander Female	5	5.0%
# % Native American/Alaska Native Female	0	0.0%
<b># % Female</b>		
# % Unknown/Other Female	2	2.0%
# % International Female	0	0.0%
<b>TOTAL</b>	<b>99 + 1 unknown gender Hispanic = 100</b>	<b>100%</b>

\* Staff is defined as those individuals not defined as students or faculty  
 Full-time staff count is defined as: 1.0 FTE.  
 Included in the count were salary plans for "Administration", "OPS (other)" and "Staff"

**4.3.c. Description of policies and procedures regarding the school’s commitment to providing equitable opportunities without regard to age, gender, race, disability, sexual orientation, religion or national origin.**

USF has an Office of Diversity and Equal Opportunity (DEO) that provides policies, procedures and programs to ensure that every college provides equitable opportunities to all individuals. These policies and procedures are available to faculty and staff through the COPH Office of Faculty and Staff Affairs website: <http://health.usf.edu/publichealth/facultyaffairs/index.htm>.

The COPH Associate Dean for Faculty and Staff Affairs works with the USF DEO Office to facilitate resolution of complaints of discrimination expressed by faculty or staff. Further, the Associate Dean reviews all salary actions to ensure equity and fairness in pay among the faculty and staff in comparable positions.

**4.3.d. Description of recruitment and retention efforts used to attract and retain a diverse faculty and staff, along with information about how these efforts are evaluated and refined over time.**

To improve the diversity of faculty, the COPH has been aggressive in appointing underrepresented minority faculty by taking advantage of USF’s waiver of advertising policy to hire minority faculty, without conducting national searches, that the Dean and others have met through professional networking. During this past year, the COPH has appointed an African American female as Associate Professor and Associate Dean of Academic and Student Affairs, an African American male as Professor and Director of the Public Health Practice and Leadership Program, and an African American male as an Assistant Professor.

To increase the potential for recruiting underrepresented minority faculty, a COPH Faculty Search Plan template was developed to guide faculty searches. A search plan template guides faculty searches throughout USF. The template requires not only that search committees be diverse, but also that they reach out to minorities and women to ensure diverse applicant pools. The advertising plan must specify how these audiences are to be reached, whether through specific advertising venues or at upcoming meetings (e.g., national conferences) where

candidates of interest are likely to be in attendance. Further, the COPH Faculty Search Plan template requires search committees to: (1) develop interview questions to be asked of each applicant in every step of the search process; and (2) ensure that questions are directly related to the advertised qualifications, are not discriminatory, and are consistent across applicants. The COPH template also assists search committees' development of appropriate reference questions for the same reasons cited above. Finally, the COPH template provides search committees with screening tools to be developed in advance of candidate screening or interviewing to ensure consistency in candidate evaluation and to avoid factors not directly related to the advertised positions. The Associate Dean for Faculty and Staff Affairs approves faculty search plans for the COPH and they are then approved by USF Health Faculty Affairs before advertising begins. The faculty search template is available at <http://health.usf.edu/publichealth/facultyaffairs/forms.htm>

The Director of Human Resources for the COPH is a Black female. Her presence encourages underrepresented minorities to consider the COPH as a place of employment. Two women of Hispanic heritage work in the Office of Faculty and Staff Affairs. Their presence and Spanish fluency provide an attractive work environment for personnel whose first language is Spanish.

Though the COPH has been limited in recruiting new faculty over the past three years due to budget constraints, the successes noted above are celebrated. Of the most recent six ranked faculty hires, three were underrepresented minorities and three were female.

**4.3.e. Description of efforts, other than recruitment and retention of core faculty, through which the school seeks to establish and maintain an environment that supports diversity.**

The Office of Faculty and Staff Affairs announces workshops and seminars that have diversity as a subject of instruction. USF Health sponsors an annual multi-cultural event to celebrate both faculty and staff diversity. USF sponsors a Black Faculty and Staff breakfast annually through which new Black faculty and staff members can engage in networking activities.

The Dean hosts celebrations to recognize accomplishments of faculty and staff at least twice a year, faculty lunches with your colleagues, monthly coffees with the Dean, an annual length of service reception to recognize milestones in service, and monthly Dean's lectures. Each of these activities helps to build pride in the COPH and a sense of community for faculty, staff and student populations. Past and currently scheduled events are listed on the Faculty and Staff Affairs website at <http://health.usf.edu/publichealth/facultyaffairs/building-events.htm>.

In addition to the efforts to create a welcoming and inclusive environment for individuals from diverse cultures to our College and to USF Health, the University conducts a Campus Climate Survey every eight years as part of the strategic planning objective to enhance diversity. The Campus Climate Survey was conducted in 2002 and 2010. Both surveys can be found at [http://usfweb2.usf.edu/ea/climate\\_diversity.asp](http://usfweb2.usf.edu/ea/climate_diversity.asp). Copies are also in the Resource File.

The survey gathered quantitative data from all full-time, USF employees about their attitudes relative to diversity, equity, morale, safety, and inclusion, as well as about their experiences of non-inclusion, harassment, and/or discrimination. All full-time faculty, Administrative and Professional (A&P) employees, and staff (but not OPS employees) were provided the online survey by email between February and March, 2010. In all, 555 faculty, 877 A&P employees and 235 staff in USF Health received the Campus Climate Survey in 2010.

We compared responses from USF Health respondents in the 2010 Campus Climate Survey to those in the 2002 Campus Climate Survey to determine the nature and extent of any changes that have occurred in USF Health's campus climate over the past eight years. Note that at the time of the surveys, USF Health included the Colleges of Public Health, Medicine and Nursing. A total of 152 faculty, A&P, and Staff employees from USF Health responded to the survey in 2010 whereas 164 responded to the survey in 2002.

Respondents to the survey were asked to indicate whether they strongly agree (SA), agree (A), neither agree nor disagree (N), disagree (D), or strongly disagree (SD) with statements about USF Health's climate. We computed the proportion of respondents who agreed or strongly agreed with the statements in Table 4.3.e. below. The difference between respondents who agreed or strongly agreed in the 2010 and 2002 surveys was also computed. Overall, more employees in 2010 strongly agreed or agreed that USF Health was a positive environment than in 2002. The greatest increase since the 2002 survey was in the percentages of respondents agreeing or strongly agreeing that " Getting to Know People of Different Races and Ethnicities is Easy at USF", (+23.8%).

**Table 4.3.e. A comparison of the 2010 and the 2002 USF Campus Climate Survey for USF Health Respondents**

	% Agreeing or Strongly Agreeing in 2002	% Agreeing or Strongly Agreeing in 2010	% Difference (2010-2002)
USF Promotes Understanding of ...			
People of Different Economic Status	55.5	56.6	1.1
Gay, Lesbian or Bisexual People	32.3	34.2	1.9
Racial or Ethnic Minorities	64.6	65.8	1.2
I Would Feel Comfortable Being a Coworker with			
Black/African American	94.5	96.1	1.6
Hispanic/Latino	95.7	97.4	1.7
Asian	93.9	97.4	3.5
I Feel as though I Belong in the USF Community	56.7	63.2	6.5
Getting to Know People of Different Races and Ethnicities is Easy at USF	43.3	67.1	23.8
Climate at USF is Accepting of Who I Am	65.2	82.9	17.7
Climate in Work Environment is Accepting of Who I Am	75	86.8	11.8
I Would Recommend USF as a Place Welcoming of Diverse People	59.1	71.1	12
Campus Media Present Materials Reflecting USF's Diversity	44.5	63.2	18.7
USF Provides Activities to Promote Multicultural Understanding	48.8	51.3	2.5
USF should adopt a Campus-Wide Domestic Partner Benefits Policy	52.4	71.1	18.7
USF Has Visible Leadership from Administration to Foster Diversity	40.9	51.3	10.4
USF Supports Racial/Ethnic/National Diversity among Faculty/Staff	44.5	48.7	4.2
USF Supports Racial/Ethnic/National Diversity among Students	48.2	53.9	5.7

	% Agreeing or Strongly Agreeing in 2002	% Agreeing or Strongly Agreeing in 2010	% Difference (2010-2002)
Policies Mentioning Spouse or Family should include Domestic Partners	49.4	68.4	19
Senior Employees Treat Junior Employees Equally Regardless of Gender	54.9	63.2	8.3
It Takes No Longer for Minorities to Prove Themselves	48.8	51.3	2.5
Chair/Supervisor is Fair in Allocation of Work Load	68.9	80.3	11.4
Chair/Supervisor is Fair in Evaluation of Job Performance	61.6	78.9	17.3
I'm Satisfied with My Opportunities for Advancement	32.3	43.4	11.1
I'm Satisfied with How Performance Evaluations are Conducted	43.3	56.6	13.3
I'm Satisfied with Recognition/ Distribution of Merit	31.1	53.9	22.8

**4.3.f. Identification of outcome measures by which the school may evaluate its success in achieving a diverse faculty and staff, along with data regarding the performance of the school against those measures for each of the last three years.**

One of the five goals in the COPH Strategic Plan 2007-2012 is to engage diverse faculty, staff, and students in working toward health equity and justice in the world community. Objective 5.1 states that the census of USF COPH ranked faculty who are members of underrepresented racial or ethnic minority groups, as defined in the University Equity Accountability Plan (available in the Resource File) will be at least proportionally representative of the USF service area. Objective 5.2 states that 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.

Underrepresented racial or ethnic groups are defined in concurrence with University reporting on these groups. The University Equity Accountability Plan defines underrepresented racial and ethnic groups. Therefore, in an effort to promote diversity in the public health workforce, the College adopts the contextual framework provided by the University.

Table 4.3.f.1. Reports the percentages of the COPH's underrepresented racial and ethnic minority faculty, as defined in the University Equity Accountability Plan, and compares them to the USF Service Area since 2006 per the Strategic Plan.

**Table 4.3.f.1. Faculty Diversity Over the Past Three Years**

Outcome Measure	2006-07	2007-08	2008-09	2009-10
By July 1, 2010, the census of USF COPH faculty who are members of underrepresented racial or ethnic minority groups will be at least proportionally representative of the USF service area*	College 12.0%  Service Area = 25.0%	College 13.0%  Service Area = 25.0%	College 15.0%  Service Area = 26.2%	College 19.0%  Service Area = 25.0%

\* The USF Service area includes Desoto, Hardee, Hernando, Highlands, Hillsborough, Manatee, Pasco, Pinellas, Polk and Sarasota Counties. Underrepresented racial or ethnic minority groups are defined in the USF Equity Accountability Plan available in the Resource File.

The COPH has increased its underrepresented racial and ethnic minorities on the faculty since 2006, despite severe budget challenges and limited faculty recruitment opportunities.

In addition to comparing the representativeness of minority groups to the USF Service Area as committed to CEPH after the 2003 site visit, the COPH has tracked its faculty diversity through the USF Equity Accountability Plan. The University EAP compares percentages of minority faculty by rank to the national availability estimates of minority faculty who possess the minimum qualifications required for the positions. For example, the percentage of Hispanics in the U.S. population with PhDs in fields related to Public Health serve as the available pool of minimally qualified individuals to fill Assistant Professor faculty positions. It is more appropriate for the COPH to compare its representation of faculty to the national availability data of qualified individuals for each rank than to the University Service Area which does not differentiate individuals by educational and experience levels. It is the COPH's intent to modify the Strategic Plan 2007-2012 metric to compare current faculty to the national availability data as reported in the USF Equity Accountability Plan rather than the USF Service Area in the next update. Table 4.3.f.2. below compares percentages of core faculty by rank to the national availability pool of underrepresented minorities as reported in the University Equity Accountability Plan over the past three years.

Table 4.3.f.2. indicates that over the past three years, in the rank of Full Professor, the COPH has consistently maintained a representation of Other Minorities (Asians/Pacific Islanders, Native American/Alaskan) above the national availability estimates, 12% versus 4.8%. The percentage of African American Full Professors has increased from 0% to 3.13 % with a national availability estimate of 8.3%. The percentage of Hispanic Full Professors has increased from 0% to 3.3% with a national availability estimate of 1.7%. The representation of Caucasians has decreased from 87.88% to 81.25% in the Full Professor rank.

In the rank of Associate Professor, the COPH has increased its representation of African American faculty from 12.5% to 20% with a national availability estimate of 7.0%. The percentage of Hispanic and Other Minorities has not increased and is below the national availability estimates of 5.2% and 10.9% respectively. The representation of Caucasians has decreased from 87.5% to 80%.

In the rank of Assistant Professor, the COPH has increased its representation of African American faculty from 10.71% to 14.81%, with a national availability estimate of 8.9%. The representation of Other Minorities in this rank has also increased from 17.86% to 18.52%, with a national availability of 12.4%. The representation of Hispanics at the rank of Assistant Professor has remained stable at 14.81% with a national availability estimate of 8.3%. The representation of Caucasians has decreased from 75.14% to 51.85%.

#### 4.3.f.2. Faculty Diversity As Compared to National Availability, 2008-2010

	Core Faculty May 2010		Availability Estimates	Core Faculty May 2009		Availability Estimates	Core Faculty May 2008		Availability Estimates
	#	%	%	#	%	%	#	%	%
<b>FULL PROFESSOR</b>									
Other Minorities *	4	13	5	4	13	5	4	12	5
Black/ African American	1	3	8	0	0	8	0	0	8
Hispanic/ Latino	1	3	2	1	3	2	0	0	2



	Core Faculty May 2010		Availability Estimates	Core Faculty May 2009		Availability Estimates	Core Faculty May 2008		Availability Estimates
	#	%	%	#	%	%	#	%	%
<b>FULL PROFESSOR</b>									
Caucasian/ White	26	81		26	84		29	88	
Males	22	69		21	68		22	67	
Females	10	31	73	10	32	73	11	33	73
Total Minorities	6	19	15	5	16	15	4	12	15
<b>TOTAL (Unduplicated)</b>	<b>32</b>	<b>100%</b>		<b>31</b>	<b>100%</b>		<b>33</b>	<b>100%</b>	
<b>ASSOCIATE PROFESSOR</b>									
Other Minorities *	0	0	11	0	0	11	0	0	11
Black/ African American	3	20	7	2	14	7	2	13	7
Hispanic/ Latino	0	0	5	0	0	5	0	0	5
Caucasian/ White	12	80		12	86		14	87	
Males	8	53		9	64		9	56	
Females	7	47	72	5	36	72	7	44	72
Total Minorities	3	20	23	2	14	23	2	13	23
<b>TOTAL (Unduplicated)</b>	<b>15</b>	<b>100%</b>		<b>14</b>	<b>100%</b>		<b>16</b>	<b>100%</b>	
<b>ASSISTANT PROFESSOR</b>									
Other Minorities *	5	18	12	5	18	12	5	18	12
Black/ African American	4	15	9	4	14	8	3	11	9
Hispanic/ Latino	4	15	8	4	14	8	4	14	8
Caucasian/ White	14	52		15	54		16	57	
Males	14	52		13	46		13	46	
Females	13	48	68	15	54	68	15	54	68
Total Minorities	13	48	30	13	46	30	12	43	30
<b>TOTAL (Unduplicated)</b>	<b>27</b>	<b>100%</b>		<b>28</b>	<b>100%</b>		<b>28</b>	<b>100%</b>	
<b>INSTRUCTOR</b>									
Other Minorities *	0	0	7	0	0	7	1	20	7
Black/ African American	0	0	6	0	0	6	0	0	6
<b>INSTRUCTOR</b>									
Hispanic/ Latino	0	0	3	0	0	3	0	0	3
Caucasian/ White	3	100		2	100		4	80	
Males	0	0		0	0		1	20	
Females	3	100	77	2	100	77	4	80	77
Total Minorities	0	0	17	0	0	17	1	20	17
<b>TOTAL (Unduplicated)</b>	<b>3</b>	<b>100%</b>		<b>2</b>	<b>100%</b>		<b>5</b>	<b>100%</b>	
<b>OVERALL TOTAL</b>		<b>77</b>		<b>75</b>			<b>82</b>		

\*Other Minorities include Asians/Pacific Islanders, Native American/Alaskan.

Note: Availability Estimates from Table 3.4 of the USF Equity Accountability Plan

Table 4.3.f.3 summarizes the percentages of the COPH's underrepresented racial and ethnic minority staff as compared with the USF Service Area and USF as a whole since 2006 as measured according to the COPH Strategic Plan 2007-2012.

**Table 4.3.f.3 Staff Diversity Over the Past Three Years**

<b>Outcome Measure</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
By July 1, 2010, 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 <sup>1</sup> service area.	College 15%  Service Area = 25%	College 31%  Service Area = 25%	College 20% <sup>2</sup>  Service Area = 25%	College 21%  Service Area = 25%

<sup>1</sup> The USF service area includes Desoto, Hardee, Hernando, Highlands, Hillsborough, Manatee, Pasco, Pinellas, Polk and Sarasota Counties

<sup>2</sup>Note that a program in the Chiles Center left the COPH and USF in 2009 to become a private not-for-profit organization which resulted in the transfer of 14 underrepresented minority staff members.

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

The criterion is met with commentary. The COPH actively recruits, retains and promotes a diverse faculty and staff and offers equitable opportunities to qualified individuals regardless of age, gender, race, disability, sexual orientation, religion or national origin. Despite these efforts, the COPH has yet to achieve its diversity goals for faculty and staff.

**Strengths:** The diversity of faculty and staff at the COPH has increased over the past three years. The representation of Other Minority, Hispanic and African American faculty in the ranks of Assistant, Associate and Full Professor has remained stable or increased and has been consistently above the national availability estimates for individuals who meet the minimum qualifications for those ranks. In the past three years, the percentage of Caucasian faculty in the ranks of Full, Associate and Assistant Professor has decreased.

**Weaknesses:** The COPH has increased the representation of underrepresented racial and ethnic minority groups among its faculty since 2006, despite severe budget challenges and limited faculty recruitment opportunities. However, the representation is below the national availability estimates in some ranks and is not optimal for providing an environment that reflects public health for students, staff, and the community-at-large.

**Plans:** Continue efforts to recruit and retain underrepresented minorities and women in our core faculty positions.

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#### 4.4 Student Recruitment and Admissions

The school shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the school's various learning activities, which will enable each of them to develop competence for a career in public health.

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##### 4.4.a. Description of the school's recruitment policies and procedures.

The COPH's recruitment policy is focused on recruiting and enrolling highly qualified and diverse students who are interested in public health careers. The Pre-Admission Advisor/Recruiter manages recruitment activities, with faculty, staff, students and alumni all playing important roles in the process. The Pre-Admission Advisor/Recruiter commits at least two-thirds of her time counseling, encouraging, and assisting non-degree students to apply, counseling students about the academic choices within COPH programs and meeting with walk-ins about the myriad learning opportunities in public health.

In alignment with the COPH mission, goals and strategic plan, highly qualified students from diverse backgrounds are recruited. Following USF guidelines, a variety of recruitment strategies are employed to locate and attract qualified candidates, including:

- Publication in the *Peterson's Annual Survey of Graduate and Professional Institutions*, general COPH marketing materials (handouts and promotional items), department brochures for specific programs;
- Recruitment video accessible on the COPH website;
- COPH and Department web sites;
- Communication with all COPH departments and programs about recruitment initiatives, and collaboration to develop key marketing plans for each department;
- Advertisement in the *USF Oracle* (USF campus newspaper);
- Attending local county Health Education Fairs;
- "What is Public Health?" A series of presentations conducted in USF undergraduate courses;
- An attractive display that can be used in booths at various local, state, regional and national conferences and meetings;
- Hosting workshops for regional high school teachers and guidance counselors;
- Recruitment/Advising appointments, follow-up telephone and e-mail contacts;
- Attending other USF-sponsored recruitment fairs; and
- Contact with selected applicants.

##### 4.4.b. Statement of admissions policies and procedures.

###### Undergraduate Admissions

Admission to the College of Public Health is open to any student who has been accepted to the University of South Florida and has declared they wish to major in public health. The University Undergraduate Admissions generally reviews an applicant's GPA, SAT or ACT test scores, and student performance in the high school academic core subjects (English,

Mathematics, Natural Science, Social Science and Foreign Language). Students must complete a minimum of 18 approved units of high school work in the five core subject areas in addition to three approved academic electives. While the University does not note a specific GPA or test score minimum, students are encouraged to review and attain certain “academic success factors” before they apply. These include an SAT Writing score of at least 550 or ACT English/Writing score of at least 24, the completion of 2 or more college level/dual enrollment courses while in high school, and a postsecondary GPA of 3.0 or higher in all college level/dual enrollment coursework attempted while in high school. Other factors considered for undergraduate admission include strength of curriculum, grade trend, personal statements, letters of recommendation, resume of activities, essays, family educational background, socioeconomic status, status as first-generation-to-college or evidence of a special talent. The COPH conducts no separate admission review for students who wish to major in public health.

## **Graduate Admissions**

The COPH works in conjunction with the USF Graduate School to process all applications. Departmental faculty make admission decisions, though the entire process is coordinated by the Office of Academic and Student Affairs with the oversight of the Student Affairs Committee of the Faculty Assembly. The COPH joined with other schools of public health in 2007 in creating and implementing the centralized Schools of Public Health Application Service, or SOPHAS.

## **Admissions Requirements**

### **Master’s level**

The COPH requires that an applicant possess either a bachelor’s degree from a regionally accredited institution during which the student earned at least a B average, either overall, or in upper division undergraduate work; a bachelor’s degree from a regionally accredited institution and a previous graduate degree from a regionally accredited institution; or an equivalent bachelor’s and/or graduate degree from a foreign institution. Applicants whose native language is not English or who have not earned a degree in the United States must also submit TOEFL scores earned within two years of the desired term of entry. A minimum total score of 79 on the Internet-based test, 213 on the computer-based test, or 550 on the paper-based test is required. Applications submitted with TOEFL scores that do not meet the minimum requirements will be denied without exception. All applicants must meet the minimum GRE scores as required by their prospective program and department. Appendix 4.4.b. contains the required GRE scores by program. Applicants who are eligible to submit a request to waive the GRE requirement for master’s and doctoral level include the following:

- Applicants who possess terminal degrees such as the PhD or EdD and those with advanced professional degrees (MD, DDS, DO, DVM, JD, PharmD, DPT) from accredited institutions who are individually licensed by their profession in the U.S.
- Applicants with a Master’s degree from a US accredited institution. A justification statement must accompany the waiver and should include information about the applicant’s academic background and work experience.

### **Doctoral Level**

Applicants to the PhD or DrPH program are required to complete both a SOPHAS application and a USF Graduate School application. PhD applicants seeking consideration for the doctoral program must possess the MPH, MSPH, or equivalent. Those who hold other graduate degrees

will be considered, but as a pre-requisite, they must complete the Epidemiology and Biostatistics core courses, one additional core course, and other courses as required and approved by their advisory committee. DrPH applicants seeking consideration for the doctoral program must possess the MPH, MHA or equivalent degree and a minimum of two years work experience in public health, a closely related field or as a health professional. Those who hold other graduate degrees will be considered, but as a pre-requisite they must complete all five public health core courses.

The COPH takes a holistic approach to its admissions decisions. In addition to these quantitative indicators, faculty and administrative staff also consider the statement of purpose submitted by applicants, relevant work experience, and letters of reference. It is important that the program be the right fit for the applicant and that the applicant be positioned to succeed at the COPH. Decisions are not solely based on numbers but on an overall assessment of the applicants in the context of the educational and career goals they express and the appropriateness of the program to which they are applying.

### **Application Procedures**

All applicants (master's and doctoral) must apply using the SOPHAS system. USF also requires students to complete a Graduate School Application.

Required documentation for admission evaluation at the Master's level: Applicants must submit a completed SOPHAS application, transcripts from all previous institutions and a minimum of two letters of recommendation. Applicants must possess and submit GRE scores from an exam taken within the five years preceding the application (or equivalent scores in GMAT as indicated). A statement of purpose as well as a curriculum vitae are also expected.

Required documentation for admission evaluation at the doctoral level: As of the 2010-2011 academic year, all doctoral level applicants are required to apply through the SOPHAS system similar to Master's level applicants. Previously, a hard copy application was utilized. Applicants must submit transcripts and possess a minimum Verbal GRE score of 480 and minimum Quantitative GRE score of 620, taken within 5 years preceding the application and a grade point average of 3.0 to be considered. (A GMAT score of 600 or higher is necessary for consideration by Health Policy and Management and MCAT scores are accepted for the doctoral programs only in the Departments of Community and Family Health, Environmental Health, and Global Health. The minimum score required is a mean of 8). A minimum of two letters of recommendation are required for both programs as well as a detailed personal statement, a curriculum vitae and a completed USF Graduate School application. Applicants whose native language is not English or who have not earned a degree in the United States must also submit TOEFL scores earned within two (2) years of the desired term of entry. A minimum total score of 79 on the internet-based test, 213 on the computer-based test, or 550 on the paper-based test are required.

### **Additional Admissions Policies**

In order to be considered for admission to the PhD or DrPH programs, applicants must be fully prepared to register as full-time students for at least one full academic year (consecutive Fall and Spring semesters). Applicants to both programs are also referred to the guidelines listed in the Department to which they are applying for their specific doctoral degree guidelines. Links to Departments and Academic Programs are from the College home page at <http://www.publichealth.usf.edu>.

All requirements for masters degrees must be completed within five (5) calendar years from the student's date of admission for master's level study. All requirements for doctoral degrees must be completed within eight (8) calendar years from the student's date of admission for doctoral study. Students have four (4) years from the date of admission to complete all required coursework, pass the qualifying examination, and be admitted to doctoral candidacy. Students then have four (4) years from the date of doctoral candidacy to complete degree requirements.

### **Application Review**

The admission committees housed in each department determine the status of applicants for their respective departments. All eligible doctoral applicants are interviewed within the requested department of application. Applications are routed to the Office of Academic and Student Affairs for review and signature by the Associate Dean. Admission recommendations are then sent to the Graduate School via the Graduate Application Referral form notifying them of the COPH decision regarding the applicant. Students are either admitted (indicating that they have met the requirements for admission), deferred, or denied (indicating they fail to meet minimum academic requirements or are not competitive for admission). A student may defer their application for up to one year. Students may do this if a department or program believes that a student may be able to strengthen their application in that period of time. The COPH does not utilize other categories for admission such as "conditional," "provisional," or "probationary."

### **Transfer of credits**

An accepted student can petition to transfer up to 12 relevant credits into his or her program of study. Each case is reviewed individually by the student's department, The Office of Academic and Student Affairs and the USF Graduate School. Students may only submit for consideration courses completed at a CEPH accredited institution in which they have received a grade of B or better. The Department of Epidemiology and Biostatistics requires that students test out of the core Epidemiology course if they have submitted a petition for transfer of credits from another CEPH accredited institution.

**4.4.c. Examples of recruitment materials and other publications and advertising that describe, at a minimum, academic calendars, grading, and the academic offerings of the school. If a school does not have a printed bulletin/catalog, it must provide a printed web page that indicates the degree requirements as the official representation of the school. In addition, references to website addresses may be included.**

Recruitment materials include:

- Brochure – The COPH brochure includes general information about the history and accomplishments of the COPH. All COPH departments, degree programs and graduate certificates are listed in the brochure. The brochure is distributed at various recruitment events, during general pre-admission advising sessions and mailed to prospective students upon request (Appendix 4.4.c.).
- Folder - The bi-fold folder previews a welcome letter from the Dean, highlights the COPH's civic, leadership, and research activities, and provides general contact information. The folder is capable of holding additional information such as the COPH brochure and a business card (Appendix 4.4.c.).
- Calendar - USF publishes an annual Academic Calendar (<http://www.registrar.usf.edu/enroll/regist/calendtdt.php>) which consists of important dates including start/end of semesters, registration, mid-term, finals, commencement and holidays.

- Academic & Student Affairs website link -The CPH Academic and Student Affairs website link (<http://health.usf.edu/publichealth/academicaffairs/> ) describes the policies and procedures for the various academic programs. This includes the class schedule, registration information, grading policies, graduation requirements and the college catalog. The link is provided on the CPH website. During orientation, students are informed about the link and are encouraged to utilize the link throughout their matriculation within the program.

**4.4.d. Quantitative information on the number of applicants, acceptances and enrollment, by program area, for each of the last three years.**

The academic year includes the Fall, Spring and Summer semesters. The DrPH program started in Fall of 2009 so there are no data for previous years. Applications submitted with no specialty indicated are counted as unknown applications. As noted in the response to criterion 4.4b, students must complete a USF Graduate School application in addition to the centralized SOPHAS application. This Graduate Application form does not allow students to indicate specialty areas or concentrations; therefore those students appear as if they are without specialty designation. For those student applications where a decision (admitted, enrolled, or denied) was rendered, the College can then document a specialty area, as indicated on the SOPHAS application. Obviously, the number of students who are admitted (or even denied) does not constitute the total number of students who apply. Many students cancel their applications or choose to attend another institution without fully completing the admissions process. All official University data regarding graduate applications originates from the Graduate School and the University BANNER system. At this point in time at the University, the office of Information Technology does not have the capability to enable BANNER and SOPHAS to “speak” to one another. Unfortunately, this also prevents the specialty designations made by students in SOPHAS from being seen in BANNER. The College is working with the Graduate School to rectify this issue.

4.4.d. Quantitative Information on Applicants, Acceptances, and Enrollments, by Specialty Area for the Last 3 Years

Degree	Specialty	Status	2007-2008	2008-2009	2009-2010	Degree	Specialty	Status	2007-2008	2008-2009	2009-2010
<b>DrPH</b>	Global Health	Applied			3	<b>MPH</b> (Con't)	Epidemiology & Biostatistics	Applied	7	10	15
		Accepted			2			Accepted	6	7	8
		Enrolled			2			Enrolled	5	4	3
	Health Education	Applied			4		Epidemiology & Global Health	Applied	29	57	64
		Accepted			3			Accepted	24	41	36
		Enrolled			3			Enrolled	4	12	8
	MCH	Applied			1		Epi & Global Communicable Diseases	Applied			3
		Accepted			1			Accepted			2
		Enrolled			1			Enrolled			2
	Unknown	Applied			2		Epidemiology and MCH	Applied		1	8
		Accepted			0			Accepted		1	5
		Enrolled			0			Enrolled		0	3
<b>MHA</b>	Health Administration	Applied	71	63	83		Global Communicable Diseases	Applied	44	53	55
		Accepted	36	27	31			Accepted	32	47	48
		Enrolled	19	17	15			Enrolled	13	26	20
<b>MPH</b>	Unknown	Applied	106	83	144		Global Disaster Management	Applied	1	1	7
		Accepted	6	1	1			Accepted	1	1	6
		Enrolled	0	0	0			Enrolled	1	1	4
	Accelerated Health Education	Applied	2	2	0		Global Health Practice	Applied	85	107	105
		Accepted	1	2	0			Accepted	58	89	68
		Enrolled	1	1	0			Enrolled	19	25	19



Degree	Specialty	Status	2007-2008	2008-2009	2009-2010	Degree	Specialty	Status	2007-2008	2008-2009	2009-2010
MPH con't	Behavioral Health	Applied	17	21	35	MSPH con't	Health Education	Applied	33	49	30
		Accepted	12	15	15			Accepted	26	35	28
		Enrolled	9	7	9			Enrolled	13	14	14
	Biostatistics	Applied	12	16	15		Health Care Organization and Management	Applied	27	30	48
		Accepted	8	12	8			Accepted	21	20	30
		Enrolled	4	10	4			Enrolled	2	5	11
	Environmental Health	Applied	15	12	13		Health Policies and Programs	Applied	16	22	20
		Accepted	14	9	9			Accepted	14	17	13
		Enrolled	4	1	2			Enrolled	4	6	5
	Epidemiology	Applied	64	69	57		MCH	Applied	36	45	29
		Accepted	46	53	44			Accepted	22	33	24
		Enrolled	15	19	15			Enrolled	8	14	11
	Occupational Health	Applied	7	8	2		Global Communicable Diseases	Applied	12	20	10
		Accepted	4	5	1			Accepted	9	16	10
		Enrolled	4	5	1			Enrolled	4	5	5
	Occupational Safety	Applied	6	7	8		Health Education	Applied	2	3	2
		Accepted	2	2	7			Accepted	0	2	2
		Enrolled	2	1	4			Enrolled	0	1	2
	Public Health Administration (Online)	Applied	24	31	31		Health Policy and Management	Applied	2	2	7
		Accepted	18	23	16			Accepted	2	1	2
		Enrolled	13	18	15			Enrolled	2	0	0
	Public Health Practice (Executive)	Applied	25	2	14		Industrial Hygiene	Applied	5	9	7
		Accepted	18	1	13			Accepted	4	9	5
		Enrolled	16	1	11			Enrolled	2	4	4
	Public Health Practice (Online)	Applied	54	128	116		MCH	Applied	2	1	1
		Accepted	46	103	96			Accepted	2	0	0
		Enrolled	41	86	79			Enrolled	1	0	0
	Socio-Health Sciences	Applied	19	22	25		Occupational Medicine	Applied	3	3	4
		Accepted	11	17	21			Accepted	3	3	3
		Enrolled	2	7	9			Enrolled	3	2	2
	Toxicology and Risk Assessment	Applied	3	8	4		Socio-Health Sciences	Applied	3	3	4
		Accepted	2	7	2			Accepted	3	3	3
		Enrolled	1	5	2			Enrolled	1	2	2

Degree	Specialty	Status	2007-2008	2008-2009	2009-2010	Degree	Specialty	Status	2007-2008	2008-2009	2009-2010
MSPH con't	Unknown	Applied	13	9	20	PhD con't	Toxicology & Risk Assessment	Applied	0	2	0
		Accepted	0	0	0			Accepted	0	2	0
		Enrolled	0	0	0			Enrolled	0	1	0
	Behavioral Health	Applied	1	3	3		Unknown	Applied	19	19	27
		Accepted	1	3	2			Accepted	1	3	0
		Enrolled	0	1	2			Enrolled	0	0	0
	Biostatistics	Applied	7	5	9		Behavioral Health	Applied	2	4	6
		Accepted	6	4	6			Accepted	2	2	4
		Enrolled	0	1	3			Enrolled	2	2	3
	Environmental Health	Applied	1	7	7		Biostatistics	Applied	8	4	2
		Accepted	1	6	5			Accepted	7	2	1
		Enrolled	1	1	3			Enrolled	3	2	1
	Epidemiology	Applied	5	13	7		Environmental Health	Applied	2	7	4
		Accepted	5	9	6			Accepted	1	4	4
		Enrolled	1	3	3			Enrolled	1	3	3
PhD	Epidemiology	Applied	12	9	14		Industrial Hygiene	Applied	1	3	2
		Accepted	6	3	4			Accepted	1	1	2
		Enrolled	1	1	1			Enrolled	1	1	2
	Global Communicable Diseases	Applied	14	12	9		MCH	Applied	4	3	5
		Accepted	6	5	4			Accepted	3	3	5
		Enrolled	6	5	3			Enrolled	3	3	3
	Health Education	Applied	7	7	5		Socio-Health Sciences	Applied	3	1	4
		Accepted	2	4	3			Accepted	1	1	1
		Enrolled	2	2	3			Enrolled	0	1	1
	Health Policy and Management	Applied	5	6	5		Toxicology & Risk Assessment	Applied	0	3	1
		Accepted	5	3	1			Accepted	0	3	1
		Enrolled	2	1	1			Enrolled	0	3	1

**Note:** Each degree has "Unknown" concentrations reflection applications that did not specify a special area.

**4.4.e. Quantitative information on the number of students enrolled in each specialty area identified in the instructional matrix, including headcounts of full- and part-time students and a full-time-equivalent conversion, for each of the last three years. Non-degree students, such as those enrolled in continuing education or certificate programs, should not be included. Explain any important trends or patterns, including a persistent absence of students in any program or specialization. Data must be presented in table format.**

Table 4.4.e. displays all students enrolled for any semester during the academic year (Fall, Spring, Summer) for each of the past three academic years. Full-time or part-time status was determined by the student's enrollment in the Fall semester (if no Fall enrollment, then Spring or Summer). If a student was enrolled full-time, then their FTE was set to one (1.0). For part-time students, the FTE was set to their credit hours divided by nine (9) for Fall and Spring enrollment, and credit hours divided by six (6) for Summer enrollment.

**4.4.e. Students Enrolled in each Degree Program Area (Area of Specialization) Identified in the Instructional Matrix**

Degree	Specialization	AY 2007-2008			AY 2008-2009			AY 2009-2010		
		HC FT	HC PT	FTE	HC FT	HC PT	FTE	HC FT	HC PT	FTE
DPH	GLO HLTH	0	0	0	0	0	0	1	2	2.00
	HLTH ED	0	0	0	0	0	0	0	3	2.44
	MCH	0	0	0	0	0	0	0	1	.78
MHA	HLTH ADMIN	23	18	33.00	26	13	33.11	27	12	34.22
MPH	ACCEL HLTH ED	1	0	1.00	0	2	1.56	1	0	1.00
	BEH HLTH	15	12	21.56	12	11	17.78	16	10	21.67
	BIOST	6	7	9.56	10	10	15.33	11	8	14.67
	DL	14	88	58.17	25	131	90.94	25	156	107.00
	ENV HLTH	5	4	7.00	3	3	4.56	5	3	6.11
	EPID	26	23	38.17	28	24	38.11	27	20	35.72
	EPID/BIOST	8	3	9.67	9	4	11.67	8	4	10.00
	EPID/GLO	4	0	4.00	9	1	9.50	14	2	15.33
	EPID/GLO COMM DIS	0	0	0	2	0	2.00	3	0	3.00
	EPID/MCH	0	0	0	0	0	0	4	0	4.00
	EX MPH	12	6	15.17	12	4	14.17	9	8	13.00
	GLO COMM DIS	28	10	33.33	39	9	43.56	44	12	50.11
	GLO DIS MGMT	0	0	0	0	0	0	3	4	5.50
	GLO HLTH	35	11	40.50	45	11	50.89	53	13	60.56
	HLTH ED	17	13	24.94	19	15	28.67	21	22	33.17
	HLTH MGMT	5	5	7.50	6	4	8.11	12	8	15.56
	HLTH POL	7	4	8.67	10	2	11.33	6	4	8.22
	MCH	18	13	24.11	24	5	25.89	25	6	28.67
	OCC NURS	4	5	6.61	6	5	9.11	5	8	10.78
	OCC SAF	3	4	4.56	2	3	3.33	5	3	6.44

Degree	Specialization	AY 2007-2008			AY 2008-2009			AY 2009-2010			
		HC FT	HC PT	FTE	HC FT	HC PT	FTE	HC FT	HC PT	FTE	
	PH ADMIN	8	12	14.00	10	24	25.00	18	23	30.44	
	SOC HLTH SCI	4	3	5.67	7	6	10.67	15	5	17.67	
	TOXIC	2	6	5.00	4	5	6.89	3	2	4.22	
MSPH	BEH HLTH	2	1	2.33	2	1	2.22	3	1	3.22	
	BIOST				1	0	1.00	1	3	3.00	
	ENV HLTH	1	0	1.00	2	0	2.00	5	0	5.00	
	EPID	0	6	3.11	4	3	5.22	3	8	7.56	
	GLO COMM DIS	7	0	7.00	8	3	10.11	7	5	9.44	
	HLTH ED	0	1	.22	1	1	1.33	1	2	1.83	
	HPM	3	0	3.00	6	2	7.33	0	0	0	
	IND HYG	2	2	3.00	0	0	0	8	2	9.78	
	MCH	0	2	.89	0	1	.67	0	1	.67	
	OCC MED	4	0	4.00	5	0	5.00	5	1	5.22	
	SOC HLTH SCI	1	1	1.56	2	2	2.89	1	2	1.56	
	TOXIC	0	0	0	1	0	1.00	1	0	1.00	
	PHD	BEH HLTH	4	2	4.89	4	1	4.22	5	1	5.22
		BIOST	6	6	8.22	8	6	10.11	6	5	7.22
ENV HLTH		2	5	3.89	4	5	6.11	5	5	6.89	
EPID		4	15	10.67	4	16	9.89	2	17	7.44	
GLO COMM DIS		9	4	11.56	12	4	12.89	11	6	12.89	
HLTH ED		4	5	5.44	5	3	6.00	5	5	6.67	
HLTH MGMT		0	5	1.56	0	5	1.56	0	4	1.33	
HLTH POL		1	2	2.00	1	1	1.22	2	1	2.22	
HPM		2	0	2.00	2	0	2.00	1	0	1.00	
IND HYG		3	2	3.44	3	3	3.67	1	5	2.44	
INTL HLTH MAN		0	2	.56	0	2	.44	0	1	.22	

Degree	Specialization	AY 2007-2008			AY 2008-2009			AY 2009-2010		
		HC FT	HC PT	FTE	HC FT	HC PT	FTE	HC FT	HC PT	FTE
	MCH	8	8	10.22	9	7	12.00	11	6	13.56
	SOC HLTH SCI	2	6	3.44	1	3	2.11	2	3	3.22
	TOXIC	4	4	5.22	1	5	3.22	1	3	2.78
<b>TOTAL</b>		<b>314</b>	<b>326</b>	<b>471.39</b>	<b>394</b>	<b>366</b>	<b>577.06</b>	<b>448</b>	<b>426</b>	<b>663.67</b>

**NOTES:**

HC = Head Count

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

PT = Part-time students

FTE = Full-time equivalent students

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 enrollment was used. If 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; then credit hours/6 for Summer.

**4.4.f. Identification of outcome measures by which the school may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the school against those measures for each of the last three years.**

In addition to data provided throughout this document on student achievement, Table 4.4.f. provides data on student performance in the COPH core courses.

**Table 4.4.f. COPH Student Outcome Measures**

Outcome Measure	USF COPH Performance			
	Course	AY 2009/10	AY 2008/09	AY 2007/08
Percentage of <b>MPH students</b> attaining a grade of B or higher in each MPH core course	PHC 6000	62%	64%	66%
	PHC 6050	60%	68%	74%
	PHC 6102	92%	94%	96%
	PHC 6357	93%	97%	97%
	PHC 6410	97%	95%	91%
	All Core Courses	81%	84%	82%
	PA of <b>MPH students</b> in each MPH core course	PHC 6000	2.95	2.91
PHC 6050		2.88	3.08	3.19
PHC 6102		3.34	3.51	3.52
PHC 6357		3.42	3.54	3.71
PHC 6410		3.67	3.61	3.34
All Core Courses		3.25	3.32	3.29

**NOTES**

Academic Year is Fall, Spring, Summer

Note: the outcome measures identified in this table are presented in response to the data requested in criterion 4.4.f.

They are not included in the 2007-2012 COPH Strategic Plan and as such, no targets have been established.

Acknowledging that students learn and retain information in a variety of ways, the College has expanded the delivery format of PHC 6000 (Epidemiology) and PHC 6050 (Biostatistics I). Both courses are now offered in three formats: in- class, hybrid (partially in-class, partially online supported) and fully online. In addition, both courses have worked to ensure an adequate teaching assistant (T.A.) presence in each class offered, with funding for additional T.A. services provided by the Educational Technology and Assessment office. These services include regular office hours, exam preparation, lectures and weekly Elluminate help sessions. The Department of Epidemiology and Biostatistics has also developed group quizzes for Epidemiology (PHC 6000) to encourage group learning and expand the active role of students in the learning process. Biostatistics faculty are in the process of reviewing and evaluating the content of the course, mode of course delivery, composition of exam questions and student success rates in the course. In addition, the Department of Epidemiology and Biostatistics is currently considering adding a requirement that may help students whose quantitative skills are not as strong. Under the requirement, the undergraduate epidemiology and/or biostatistics course would become a prerequisite for students entering the College with low quantitative GRE scores or without a solid quantitative background before they could enter the graduate course.

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

The criterion is met. The COPH has recruitment and admission policies and procedures that promote the locating and selecting of qualified individuals capable of taking advantage of the COPH's various learning activities, all designed to promote the development of competence for professional public health work.

Strengths: The COPH has a comprehensive process for recruiting, admitting and matriculating highly qualified students.

Weaknesses: Though the COPH is part of the national SOPHAS system, the University requires students to also apply through the USF Graduate School. This poses a financial burden to applicants and often contributes to delays in processing applications.

Plans: The COPH continues to work with the Graduate School to identify feasible solutions to this ongoing challenge.



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## 4.5 Student Diversity.

**Stated application, admission, and degree-granting requirements and regulations shall be applied equitably to individual applicants and students regardless of age, gender, race, disability, sexual orientation, religion or national origin.**

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### 4.5.a. Description of policies, procedures and plans to achieve a diverse student population.

The COPH is committed to building and maintaining a diverse student body that is proportional to the USF service area and also increases the numbers of students from outside Florida, including from countries outside the United States. This student body includes underrepresented racial and ethnic groups, as well as financially disadvantaged populations. The COPH Strategic Plan 2007-2012 includes two objectives toward improving the diversity of the student body. Objective 5.3 states: "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 states: "At least 45% of new USF COPH degree-seeking students will be non-residents of Florida." The USF service area is inclusive of the counties of DeSoto, Hardee, Hernando, Highlands, Hillsborough, Manatee, Pasco, Pinellas, Polk and Sarasota. These counties together have a population that is 25% non-white. Therefore, the overall goal is to increase the diversity of the student body to no less than the 25% figure.

The USF Office of Diversity and Equal Opportunity provides excellent policy guidance on this issue:

*"The University of South Florida endeavors to make academic excellence inclusive by sustaining a community of free inquiry in which men and women of diverse race, ethnicity, veteran status, marital status, socio-economic level, national origin, religious belief, physical ability, sexual orientation, age, class, political ideology and lifestyle participate in, contribute to, and benefit equally, from the academic community. A diverse campus environment, in which differences are respected and appreciated, promotes more effective teaching, produces greater learning outcomes, and better prepares students for an increasingly diverse workforce and pluralistic society.*

*Consequently, the University acknowledges the educational benefits of diversity in education and is committed to maintaining a diverse student body at the undergraduate and graduate levels, as well as perpetuating initiatives that enhance the diversity of the campus climate, curriculum, student body, faculty, staff, and administration."*

The COPH plans for meeting its diversity goals include:

- Continuing participation in local, state and national conferences and recruitment fairs;
- Continuing participation in USF-sponsored recruitment activities;
- Expanding recruitment efforts into Historically Black Colleges and Universities (HBCU's) and Hispanic Serving Institutions, including Hispanic Serving Health Professions Schools (HSHPS) initiatives; and
- Continuing efforts to improve and increase student financial support for tuition.

**4.5.b. Description of recruitment efforts used to attract a diverse student body, along with information about how these efforts are evaluated and refined over time.**

The COPH utilizes the recruitment efforts noted in 4.4.a to recruit qualified candidates from diverse populations. The COPH reviews the data noted in Table 4.5.d to determine how successful our efforts have been. Based on recent data, we have submitted an application to the USF Graduate School for additional recruitment funds to expand our recruitment efforts into Historically Black Colleges and Universities (HBCU's) and Hispanic-Serving Institutions. In addition, the COPH is one of five ASPH member schools participating as a member of Hispanic Serving Health Professions Schools (HSHPS). Through this membership, the COPH receives advertising within the Hispanic community and COPH student eligibility for HSHPS scholarships, internships and fellowships.

**4.5.c. Quantitative information on the demographic characteristics of the student body, including data on applicants and admissions, for each of the last three years. Data must be presented in table format.**

Table 4.5.c. provides the demographic data for the COPH student body for the past three academic years. The academic year includes data for Fall, Spring and Summer terms.

**Table 4.5.c. Demographic Characteristics of Student Body from 2007/08 to 2009/10**

		2007-08		2008-09		2009-10	
		M	F	M	F	M	F
<b>African American</b>	Applied	25	129	30	139	44	175
	Accepted	12	57	14	67	17	67
	Enrolled	9	32	7	42	11	43
<b>Caucasian</b>	Applied	87	260	115	313	135	349
	Accepted	59	177	83	229	89	228
	Enrolled	34	93	44	125	54	125
<b>Hispanic/Latino</b>	Applied	15	50	26	59	26	52
	Accepted	9	25	14	34	12	27
	Enrolled	5	18	7	23	8	15
<b>Asian Pacific Islander</b>	Applied	17	34	20	52	28	85
	Accepted	9	19	14	35	18	52
	Enrolled	3	9	9	12	7	23
<b>Native American/Alaska Native</b>	Applied	0	1	1	2	1	5
	Accepted	0	0	1	1	1	1
	Enrolled	0	0	1	0	1	1
<b>Unknown/Other</b>	Applied	6	33	10	53	9	22
	Accepted	5	23	6	45	4	11
	Enrolled	2	10	4	22	3	5

		2007-08		2008-09		2009-10	
		M	F	M	F	M	F
<b>International</b>	Applied	77	102	72	110	74	100
	Accepted	47	57	44	72	37	48
	Enrolled	11	10	14	19	11	14
<b>TOTAL</b>	<b>Applied</b>	<b>227</b>	<b>609</b>	<b>274</b>	<b>728</b>	<b>317</b>	<b>788</b>
	<b>Accepted</b>	<b>141</b>	<b>358</b>	<b>176</b>	<b>483</b>	<b>178</b>	<b>434</b>
	<b>Enrolled</b>	<b>64</b>	<b>172</b>	<b>86</b>	<b>243</b>	<b>95</b>	<b>226</b>

**4.5.d. Identification of measures by which the school may evaluate its success in achieving a demographically diverse student body, along with data regarding the school's performance against these measures for each of the last three years.**

Table 4.5.d. displays the COPH's outcome measure for student diversity. The COPH measures three indicators for domestic minorities: Black, American Indian and Hispanic. Minorities are measured in three categories: COPH students, USF Service Area\*, and USF students. The USF Service Area metric is derived from the most current Florida census report.

**Table 4.5.d. Outcome Measures: Student Diversity**

**Outcome Measure:** By July 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. **Target 25.0%**

Minority Groups	2006-07 (baseline)	2007-08	2008-09	2009-10
<b>COPH Students</b>				
Black	12.8% (77)	13.9% (83)	15.6% (108)	16.8% (139)
American Indian	0.66% (4)	0.84% (5)	0.58% (4)	0.5% (4)
Hispanic	9.50% (57)	8.57% (51)	10.1% (70)	8.2% (68)
<b>Totals</b>	<b>22.9% (138)</b>	<b>23.4% (139)</b>	<b>26.3% (182)</b>	<b>25.4% (211)</b>
<b>USF Service Area*</b>				
Black	10.9%	10.9%	11.2%	7.0%
American Indian	0.5%	0.5%	0.5%	3.1%
Hispanic	13.6%	13.6%	14.5%	14.9%
<b>Totals</b>	<b>25.0%</b>	<b>25.0%</b>	<b>26.2%</b>	<b>25.0%</b>
<b>USF Students</b>				
Black	Not tracked 2006-07	12.4% (5,810)	12.3% (5,736)	11.2% (6,324)
American Indian	0	0.5% (222)	0.5% (242)	0.5% (306)
Hispanic	0	12.5% (5,848)	13.2% (6,162)	13.0% (7,336)
<b>Totals</b>	<b>0</b>	<b>25.4% (11,880)</b>	<b>26.0% (12,140)</b>	<b>24.7% (13,966)</b>

\* The USF Service area includes Desoto, Hardee, Hernando, Highlands, Hillsborough, Manatee, Pasco, Pinellas, Polk and Sarasota Counties.

**4.5.e. Assessment of the extent to which this criterion is met.**

The criterion is met with commentary. Stated application, admission and degree-granting requirements and regulations are applied equitably to individual applicants and students regardless of age, gender, race, disability, sexual orientation, religion or national origin. The commentary refers to the lack of progress in meeting stated objectives.

Strengths: The COPH proactively seeks to recruit and enroll students reflecting the diversity of the Tampa Bay community and an increasing global presence.

Weaknesses: Downturns in the economy have made it difficult for some students to enroll or complete an education, particularly those from outside the State of Florida.

Plans: The COPH is continuing to study the financial burden on students, including documenting debt loads at graduation and has been enhancing the availability of scholarships as funds become available. Development (fundraising) activities are increasingly focused on the goal of raising scholarship funds for students in financial hardship.

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#### **4.6 Advising and Career Counseling.**

**There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.**

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##### **4.6.a. Description of the advising and career counseling services, including sample orientation materials such as student handbooks.**

Students are assigned faculty academic advisors by the Chair of the department upon their entry into an academic program. Students may request a specific advisor or a change of advisor. The academic advisors counsel students for the duration of their student career. Advisors are expected to meet with advisees every semester to discuss the student's ongoing academic experience. They also review and sign the registration permit for intended classes in the upcoming semester and submit them to Academic Affairs for further processing. This enables the advisor to monitor student progress via the academic program checklist (every degree program has such a checklist) and address any concerns such as academic probation and time to degree. Advisors also encourage and guide students as they develop and identify appropriate Special Project and Field Experience goals. Every advisor works closely with students to ensure fulfillment of COPH competencies for their degree. Students may also receive referrals to appropriate USF campus resources (Mental Health Counseling, Victim Assistance, Student Rights and Responsibility Office) from their advisor.

In the Public Health Practice distance learning program, a COPH-wide program, the Director serves as the advisor for all students until they complete 21 credit hours. At that time students are assigned to an academic advisor by the Program Director and a Department Chair based on their special project and field experience interests. Students who are in dual concentration programs are assigned two advisors, one from each program. The Office of Academic and Student Affairs supports the faculty advisors and students in the advising process, ensuring that all COPH and USF procedures and policies are clearly understood and followed.

Career counseling and placement are considered important undertakings of the COPH. At orientation, students are provided with a *Career Planning Guide* and, when available, a copy of *Advancing Health Populations: The Pfizer Guide to Careers in Public Health*. The goals of these activities for students are: (1) to stress the importance of developing their career throughout their degree program; and (2) let them know that they are responsible for developing their career - the COPH is here to support and provide tools and services to assist with this endeavor, but the responsibility ultimately belongs to students. Because there are students who reside outside of the area, resources are made available for both campus-based students and distance learners. Campus-based students can access a variety of career development programming, designed to provide education and counseling in a group setting. Typically, every spring and fall, the COPH hosts sessions concerning the job search process, resume/CV writing, cover letters, networking, public health careers with the federal government, international opportunities in public health, and other relevant activities. Additionally, information sessions and/or on-site interviews with organizations are held throughout the year such as with the US Public Health Service Commissioned Corps, US Air Force Health Professions, Association of Schools of Public Health graduate training programs, Global Health Fellows Program, Centers for Disease Control and Prevention, CDC Public Health Informatics Fellowship, CDC Office on Smoking and Health, CDC Public Health Prevention Service,

American Cancer Society, Council of State and Territorial Epidemiologists Fellowship Program, SabCo Inc., Clariant, and the U.S. Army Health Professions, as well as others. Distance learners have access to career guides based on their academic concentration and a plethora of career resources and fellowship opportunities via the COPH website. Likewise, audio and video recordings of the career development sessions referenced above are made available. Both campus-based students and distance learners are encouraged to access staff for career counseling, resume critiquing, and other career activities. In the COPH, Ms. Natalie D. Preston-Washington, MPA, manages the Office of Career Development and Field Placement. On campus, Ms. Roberta Muir, MA, SPHR is the USF Career Center liaison for the COPH. Additionally, upon request students are connected to COPH alumni when they share similar interests or are seeking ideas for career paths. Career placement services are coordinated in the COPH and the University Career Center.

Internally, there are three main venues that are used to inform students and recent graduates of job opportunities. First, the college's group on LinkedIn is the primary means for disseminating job opportunities. The forum allows college staff, as well as group members - alumni, faculty, employers and other students - to share jobs with our constituents at no charge and regardless of their geographic location. Second, opportunities are posted in the COPH on a bulletin board dedicated to job opportunities. Third, networking fairs in the college allow employers to meet face-to-face with students and alumni. The USF career center also offers two placement services that our students are encouraged to utilize. The first one is career fairs offered in the spring and fall. The fairs include career networking, public service and part-time jobs. The second service is *Career Connections*, an online jobs database specifically for USF students and alumni. Both options frequently have opportunities that are well suited for public health students. Evaluations of career development programs are routinely collected. At the beginning of a session, forms are distributed to attendees. Their anonymous comments are collected at the program's end. However, a more comprehensive evaluation of career and placement counseling is obtained via the graduate exit survey. This tool is distributed to all graduates at the close of every semester. Comments are submitted anonymously.

**4.6.b. Description of the procedures by which students may communicate their concerns to school officials, including information about how these procedures are publicized and about the aggregate number of complaints submitted for each of the last three years.**

Students are encouraged from the moment they arrive for new student orientation to leverage all avenues available to them to seek information and to express concerns. Students are encouraged to speak to their faculty advisors; to departmental coordinators (each department has at least one staff person with this role); to their department chair; to staff in the Office of Student and Academic affairs; to the Associate Dean for Academic Affairs; to the Dean; or to personnel of the USF Graduate School. Students are informed that they may change academic advisors, though few elect to do so. In addition, whereas most students utilize their academic advisor as their field experience and special project or thesis advisor, students may choose to retain the academic advisor but to access different faculty as either the field experience advisor or the special project advisor. Students are encouraged to consider all possibilities in meeting their educational goals. Most of these entities operate with "open door" policies. Faculty teaching courses may become aware of student issues and they are encouraged to share those with the appropriate persons; students similarly will express concerns about other students. Students also get to know the COPH staff. The COPH "space" has an "open" feel that is reflected as well in the attitudes of faculty and staff. Students are comfortable sharing concerns with faculty and administrators. There have been few complaints in the past three years.

Finally, students have one last opportunity to voice any previously unstated or persistent concerns when they complete the exit survey, required of all graduating students. The results of these surveys are disseminated every semester to the Dean, the Associate Deans, Department Chairs, faculty and relevant staff.

**4.6.c. Information about student satisfaction with advising and career counseling services.**

Formal data are collected through the exit survey, completed by every graduating student as well as through evaluations of career development program offerings. Table 4.6.c. presents data from the exit surveys for the last three academic years.

**Table 4.6.c Satisfaction with advising and career counseling from graduate exit survey for last three years**

Evaluation Question	2007/08 <sup>1</sup>		2008/09 <sup>2</sup>		2009/10 <sup>3</sup>	
	Agree	N	Agree	n	Agree	n
I feel that I am academically and professionally well prepared for the career I plan to enter	90%	136	89%	215	85%	215
I have found the following types of career assistance useful (answered only by those seeking post-graduate employment)						
- Job opportunities posted on e-mail and web pages	88%	56	83%	107	81%	113
- Job opportunities posted on bulletin boards	66%	44	65%	100	59%	100
- Talking with advisor (faculty)	77%	48	78%	98	64%	99
- Staff at field experience site(s)	89%	46	87%	93	84%	94
- USF career assistance office	77%	30	65%	65	59%	70

n=number of students that answered the question. Students could agree or disagree with the question.

<sup>1</sup> Summer 2007 – Spring 2008

<sup>2</sup> Summer 2008-Summer 2009 (summer 09 included to switch reporting schedule to Fall-Summer)

<sup>3</sup> Fall 2009-Summer 2010

**4.6.d. Assessment of the extent to which this criterion is met.**

The criterion is met. The COPH has in place a clearly explained and accessible academic advising system for students as well as readily available career and placement advice.

Strengths: The COPH has formal mechanisms in place to assure adequate advising for all graduate students. Student advising is an explicit part of the annual faculty assignment and evaluation. In addition to assigned faculty advisors, each department has a coordinator who is available to guide students with course selection, forms, etc. Instructors hired specifically for the new undergraduate program will advise the BS in Public Health students.

Weaknesses: Students continue to express concern about the variation in advising quality among COPH faculty members.

Plans: The Associate Dean for Academic and Student Affairs is developing a clear set of advisor guidelines and is providing mandatory advisor training for all faculty in the Spring of 2011. In addition, student leaders are working with the Office of the Dean to develop a mechanism for the evaluation of advisors.