

**Council on Education for Public Health  
Adopted on September 21, 2013**

REVIEW FOR ACCREDITATION  
OF THE  
MEL AND ENID ZUCKERMAN COLLEGE OF PUBLIC HEALTH  
AT THE  
UNIVERSITY OF ARIZONA

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

February 27 – March 1, 2013

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## Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the Mel and Enid Zuckerman College of Public Health at the University of Arizona. The report assesses the college's compliance with the *Accreditation Criteria for Schools of Public Health, amended June 2011*. This accreditation review included the conduct of a self-study process by college constituents, the preparation of a document describing the college and its features in relation to the criteria for accreditation and a visit in February 2013 by a team of external peer reviewers. During the visit, the team had an opportunity to interview college and university officials, administrators, teaching faculty, students, alumni and community representatives and to verify information in the self-study document by reviewing materials provided in a resource file. The team was afforded full cooperation in its efforts to assess the college and verify the self-study document.

The University of Arizona (UA) was founded in 1885 as a land-grant institution in Tucson, Arizona. The university opened its doors to its first class of students on October 1, 1891. Thirty-two students enrolled for the first semester but only six students were admitted to the freshmen class. The 26 students not enrolled were deemed unprepared for college-level studies since no high schools existed in the territory. These students attended a specially established prep school to prepare them for college-level studies. It took 17 years for university students to outnumber those in the prep classes. The UA maintained the preparatory classes for 23 years.

Today the UA offers bachelor's, master's, doctoral and professional degrees, and enrolls almost 39,000 students. The university is comprised of 16 colleges: (1) agriculture and life sciences; (2) architecture and landscape architecture; (3) education; (4) engineering; (5) fine arts; (6) humanities; (7) medicine; (8) nursing; (9) optical sciences; (10) pharmacy; (11) science; (12) social and behavioral sciences; (13) management; (14) graduate; (15) law; and (16) public health. The university also has two supporting colleges (honors and outreach), one branch campus in Sierra Vista and 76 research centers.

The Mel and Enid Zuckerman College of Public Health (MEZCOPH) began as a public health program in the Department of Family and Community Medicine at the UA College of Medicine. In January 2000, MEZCOPH was officially established by the Arizona Board of Regents and a gift of financial support from Mel and Enid Zuckerman that led to a building fund and endowments for the creation and building of the college. On July 1, 2002 the college was officially named the MEZCOPH in recognition of financial and personal support of the college.

This is the college's second review for accreditation. The MPH program received initial CEPH accreditation in 1994. In 2003, the MEZCOPH received its initial CEPH accreditation as a college of public health, and in 2005 the college was re-accredited for the maximum amount of seven years.

## Characteristics of a School of Public Health

To be considered eligible for accreditation review by CEPH, a school of public health shall demonstrate the following characteristics:

- a. The school shall be a part of an institution of higher education that is accredited by a regional accrediting body recognized by the US Department of Education.
- b. The school and its faculty shall have the same rights, privileges and status as other professional schools that are components of its parent institution.
- c. The school shall function as a collaboration of disciplines, addressing the health of populations and the community through instruction, research, and service. Using an ecological perspective, the school of public health should provide a special learning environment that supports interdisciplinary communication, promotes a broad intellectual framework for problem-solving, and fosters the development of professional public health concepts and values.
- d. The school of public health shall maintain an organizational culture that embraces the vision, goals and values common to public health. The school shall maintain this organizational culture through leadership, institutional rewards, and dedication of resources in order to infuse public health values and goals into all aspects of the school's activities.
- e. The school shall have faculty and other human, physical, financial and learning resources to provide both breadth and depth of educational opportunity in the areas of knowledge basic to public health. As a minimum, the school shall offer the Master of Public Health (MPH) degree in each of the five areas of knowledge basic to public health and a doctoral degree in at least three of the five specified areas of public health knowledge.
- f. The school shall plan, develop and evaluate its instructional, research and service activities in ways that assure sensitivity to the perceptions and needs of its students and that combines educational excellence with applicability to the world of public health practice.

These characteristics are evident in the college of public health. The UA is accredited by the North Central Association of Colleges and Schools, and the college and its dean have rights, privileges and status equivalent to other colleges. All degrees offered by the college are structured with an ecological perspective. The instructional modality of applying knowledge instead of simply learning theory, association with community organizations, interdisciplinary faculty and cross-disciplinary interaction with the other colleges at UA are evidence of the college's aim to promote collaboration and foster professional public health values. The college currently utilizes the following sources of funding: state appropriation, differential tuition and program fees, grants and contracts, designated revenue, indirect cost recovery and restricted gifts and endowments. The college continues to develop and implement new evaluation methods to ensure the professional preparation of its graduates. The college faculty and leadership emphasize the commitment to public health education and research, the continued bonds of community trust and the need for the college due to its location to be the lightning rod of action and

education for Native American public health issues, border health issues and low socio-economic public health issues relevant to the Southwest.

## 1.0 THE SCHOOL OF PUBLIC HEALTH.

### 1.1 Mission.

**The school shall have a clearly formulated and publicly stated mission with supporting goals, objectives and values.**

This criterion is met. The current mission, vision and goals were reviewed in 2006 and in 2009; the mission statement was again updated after college-wide strategic planning retreats. The goals and objectives are reviewed and monitored on a semi-annual basis during college-wide meetings. The major administrative committees of the college: Dean's Council, Education Committee, Committee on Inclusion and Equity (CIE), Community Engagement, Practice and Service (CEPAS) Committee and the Research Advisory Council (RAC) are responsible for continually reviewing goals and objectives. These major committees have college-wide representation. When revisions in either the mission or the goals are recommended, those recommendations are placed before the faculty and other voting members of the college for discussion, feedback and approval.

The college has a mission statement that includes research, teaching and service. The mission statement of the college is:

The Mel and Enid Zuckerman College of Public Health (MEZCOPH) is dedicated to promoting the health of communities in the southwest and globally with an emphasis on achieving health equity through excellence in education, research and service.

There are eight goals organized in four goal theme areas: instruction (three goals); research (one goal); service (one goal); and organizational (three goals). Each of the goals has corresponding measurable objectives ranging from two to nine objectives for each of the goals. The self-study appendix outlines individuals and committees that are accountable for implementation of the objectives and the metric(s) by which progress is measured, with timeframes for completion where appropriate and the remediation process if the objective is not achieved. The data provided in the self-study and discussions during the site visit demonstrate clear achievement of the targets.

The mission, values, goals and objectives are prominently noted on the webpage. Alumni and community partners discussed their role in the development, and all agreed that the mission, values, goals and objectives help guide the college.

The college's stated core values are: fairness, trust, equity, social justice, excellence, innovation, commitment, collegiality, diversity, open communication, participation, consensus and enhancement. The self-study document and discussions during the site visit demonstrate an effort to foster an educational community that values innovation and excellence in teaching, creation and dissemination of knowledge,

practice-based research and research-based practice to address the health needs and interests of individuals and communities.

During the site visit, reviewers noted that the college's stated values speak to important aspects of public health. For example, the value of fairness, trust, equity, social justice incorporates elements of cultural sensitivity and competence as well as health disparities. These values run through the curriculum and the ultimate expression through the graduates of the program. Students and alumni clearly understand the values and expressed them when talking about courses and other experiences in the program. Community stakeholders, students and alumni reported that they were provided an opportunity to review and comment on the draft vision, mission, and goals. They also state that the statements accurately characterize the college.

### **1.2 Evaluation and Planning.**

**The school shall have an explicit process for monitoring and evaluating its overall efforts against its mission, goals and objectives; for assessing the school's effectiveness in serving its various constituencies; and for using evaluation results in ongoing planning and decision making to achieve its mission. As part of the evaluation process, the school must conduct an analytical self-study that analyzes performance against the accreditation criteria.**

This criterion is met. The college established an evaluation committee in the fall of 2002 to develop a college-wide evaluation plan and to write the evaluation and planning section of the self-study. This committee was charged with the following: (1) coordinate the college's evaluation activities; (2) provide formal feedback to committees generating goals and objectives and ensure that these are measurable and that they can be mapped to the college's mission and strategic plan; (3) ensure that data are utilized to inform decision making and planning; (4) encourage college-wide involvement in evaluation activities; (5) ensure that all information related to evaluation, planning and reporting is collected systematically; (6) streamline the colleges' reporting activities; (7) and ensure that appropriate and efficient data collection systems are in place throughout the college.

The Evaluation Committee collects and evaluates data and provides recommendations to the Dean's Council. The Dean's Council then directs appropriate administrators and/or committees to make changes in data collection activities or desired outcomes and performance targets. These data (annual performance reviews; records related to all funding sources, financial and hiring activities; records on student recruitment and admissions, progress toward degrees, internships, advising, exit surveys and alumni activities; annual service activities; course evaluations and learning assessments; and college committee meeting minutes) informed the college's strategic planning process.

The college has responded to volatile economic conditions, the growth of its educational programs beyond projections and the need to prioritize decisions with limited resources with a strategic planning

process begun in November 2011. Facilitated by external experts, the college developed a strategic plan in which objectives, strategies and performance measures were aligned.

Administrators, faculty and staff collected and evaluated data over the last three years on the five primary goals in the areas of instruction, research, service and organization. Thirty-four of the 36 measurable objectives demonstrated that the college met its targets. The systematic process for examining data surrounding goals and objectives included review by committees and college-wide discussion at semi-annual college-wide meetings.

A college-wide workgroup of eight faculty and staff led the self-study effort, resulting in a self-study report, appendices and resource file that received significant input from across the college. There was extensive outreach for information, assessment and writing that resulted in the preliminary self-study. Committee members refined the document after review from outside constituents. The college then sent the document out again for review to the college's faculty, students, alumni, staff, community partners (non-profit organizations, local, tribal and state health offices, and members of the Arizona Health Education Centers) and university leadership. The process for preparation and the final report submitted was sufficient.

The leadership and faculty members of the college are undertaking a new strategic planning process. The process will redefine organizational, instructional, research, service and diversity goals both for context and targets to ensure the college's growth and enhancement.

### **1.3 Institutional Environment.**

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

This criterion is met. The UA is accredited by the North Central Association of Colleges and Schools. UA has been accredited since 1917. The university completed its most recent re-accreditation in 2010, with a renewal for ten years, and will undergo re-accreditation in 2020.

The institution offers bachelor's, master's, doctoral and professional degrees, and enrolls almost 39,000 students. The university is comprised of 16 colleges: (1) agriculture and life sciences; (2) architecture and landscape architecture; (3) education; (4) engineering; (5) fine arts; (6) humanities; (7) medicine; (8) nursing; (9) optical sciences; (10) pharmacy; (11) science; (12) social and behavioral sciences; (13) management; (14) graduate; (15) law; and (16) public health. The university also has two supporting colleges (honors and outreach), one branch campus in Sierra Vista and 76 research centers.



UA is chartered as an educational institution under the laws of the State of Arizona and is governed by the Arizona Board of Regents (ABOR). The ABOR is the governing body of Arizona's public-university system, which consists of Arizona State University (ASU), Northern Arizona University (NAU) and UA. The ABOR provides policy guidance in the areas of academic and students affairs; financial and human resource programs; student tuition, fees, and financial aid programs; university capital development plans; strategic plans; legal affairs; and public and constituent outreach.

The ABOR consists of 12 members, eleven voting and one non-voting. The governor appoints the members, subject to state Senate confirmation. The governor and superintendent of public instruction act as ex-officio members of the ABOR while they hold office. One student also serves on the ABOR. Each regent serves an eight-year term, with the exception of the student regent, who serves a one-year term as a non-voting member and an additional one-year term as a voting member. Board members represent a variety of professions and backgrounds, and none can be employed by a state university during his or her term.

The college of public health began as a public health program in the Department of Family and Community Medicine at the University of Arizona College of Medicine. The MPH program received initial CEPH accreditation in 1994. In January 2000, the college was officially established by the ABOR and a gift of financial support from Mel and Enid Zuckerman that led to a building fund and endowments for the creation and building of the college. On July 1, 2002 the college was officially named the Mel and Enid Zuckerman College of Public Health (MEZCOPH) in recognition of financial and personal support of the college. In 2003, the college received its initial CEPH accreditation as a college of public health, and in 2005 the college was re-accredited for the maximum amount of seven years. The self-study notes that as of fall 2012, student enrollment is 228 undergraduate, 280 graduate and 76 doctoral students.

The college is housed in the Arizona Health Sciences Center (AHSC) at the UA. It is Arizona's only academic health science center and is based on the Tucson campus with a presence on the Phoenix BioMedical Campus in downtown Phoenix. The AHSC is also home to the colleges of medicine, nursing, and pharmacy, the UA Health Network and several research centers.

The president is the university's chief executive officer. She has oversight of all administrative and academic functions of the university and serves as the chair of all faculties. Within the university structure, the university provost is the executive vice president and is the university's chief academic officer. The university provost, the senior vice president for health sciences and all other vice presidents, report directly to the president. At the time of the site visit a nationwide search was being conducted for the senior vice president for health sciences with the dean of the College of Pharmacy serving in the interim position.

The dean of the MEZCOPH reports to the senior vice president for health sciences, as do the deans of the colleges of medicine (Tucson and Phoenix), nursing and pharmacy. Per the university structure, the five deans of the health sciences participate in the Provost's Deans' Council, which meet monthly, as well as the Health Sciences Deans' Council, which meets bi-monthly. The MEZCOPH has status comparable to other colleges of UA and exercises appropriate control over its budget, curricula, appointments and other faculty and staff personnel matters. All MPH and DrPH degrees are part of the UA Graduate College, which means all students must be admitted to the Graduate College to be in these degree programs.

The dean of the college is the chief academic and administrative officer for the college of public health. She oversees the college budget and establishes priorities for expenditures and is responsible for maintaining academic standards in teaching, research and other services performed by faculty. The dean, in collaboration with the associate deans, assistant deans, division directors and administrative directors, is responsible for college-wide budgetary policies and space allocation. The university's Council of Deans, which meets monthly, is the primary entity for coordinating academic policies and procedures among the different colleges.

The dean of the college meets regularly with the senior vice president for health sciences and other senior university administrators to review issues and progress at the college. All college deans meet the university president annually to discuss the state of each of their colleges.

The college follows policies and guidelines of the ABOR and the university for employee recruitment, evaluation and promotion. Search committees are established per college bylaws, to govern faculty recruitment, appointment and promotion and tenure for all primary and secondary faculty members. The self-study indicates that all faculty appointments and promotions are subject to approval by the college's Faculty Promotion and Tenure Committee. All staffing needs emanate from the appropriate office or division, and the college's assistant dean of financial affairs and physical resources oversees staff recruitment along with the university's office of human resources. The college of public health utilizes a college-wide education committee that develops the academic standards for admission, curriculum and requirements for graduation for undergraduate and graduate students. All major changes that include new courses and major changes to curricula are approved by university oversight committees such as the Faculty Senate and Graduate College.

#### 1.4 Organization and Administration.

**The school shall provide an organizational setting conducive to public health learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration that contribute to achieving the school's public health mission. The organizational structure shall effectively support the work of the school's constituents.**

This criterion is met. The basic organizational unit of the college is divisions. The college has three divisions and six sections: division of Epidemiology and Biostatistics with sections: Epidemiology and Biostatistics; division of Health Promotion Sciences with sections: Family and Child Health and Health Behavior Health Promotion; division of Community, Environment and Policy with sections: Environmental Health Sciences and Public Health Policy and Management. Section heads report to division directors, who report directly to the dean. In addition, four college-wide centers and the Phoenix programs director report to the dean. The dean also oversees the five following offices or functions: Student Services and Alumni Affairs, Financial Affairs and Physical Resources, Public Affairs and Marketing, Information Technology and Development.

While executive authority rests with the dean, she is assisted by three associate deans (academic affairs, research and community programs). The deans, division directors and section heads collectively contribute to the management and coordination of teaching, research and service.

The college also operates at the Health Sciences Center in Phoenix (120 miles from Tucson), which houses a biomedical campus for all four health science colleges. In 2010, the college began offering a new concentration area in public health practice. The director of the Phoenix Campus chairs the public health practice concentration and reports to the dean and to the associate dean for academic affairs.

The college integrates interdisciplinary coordination, cooperation and collaboration into every aspect of its policies and programs that support learning, research and service. The structure of its programs, the composition of its faculty, the collaborative research projects and the extensive community collaborations all support strong interdisciplinary efforts. These efforts are influenced by the discipline diversity of the faculty within the college. Faculty members are trained and experienced in areas including public health, social sciences, environmental sciences, biological sciences, education, medicine and administration. Many faculty members in the college have joint appointments across the university.

Students of all disciplines take courses together, and the internship conference organizes breakout sections on project topics rather than by concentrations of study. The college is involved with the Arizona Health Sciences Center Interprofessional Education and Practice Program (IPEP) which brings students together from the four health sciences colleges and colleges outside the health sciences center such as the Rogers College of Law. In addition to dual degree programs the college has formal agreements with

Dine` College (the first tribal college in the US), the Colegio de Sonora (Hermosillo, Sonora, Mexico) and other international institutions of higher education.

Interdisciplinary research is supported through the college's centers (Canyon Ranch Center for Prevention and Health Promotion, Arizona Center for Rural Health, Center of Excellence in Women's Health and the Global Health Institute) and by collaborations among other colleges both within the Health Sciences Center and within the university (agriculture and life sciences, social and behavioral sciences, engineering and education). The site team noted that community-based participatory research has occurred with many community organizations and that the college's partnerships are valued and appreciated within the broader local, regional and state communities.

### **1.5 Governance.**

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

This criterion is met. The college is governed by a set of bylaws intended to assure effective and collegial relationships among appointed personnel, staff, students and the administration of the college of public health. These bylaws are based upon the governance principles as defined by the Shared Governance Memorandum of Understanding of the University of Arizona.

The major governance bodies for the college include 15 standing committees. The college reorganized its governance structure since the last accreditation to include a reduction of standing committees from 20, which had burdened the small number of faculty. This has resulted in greater efficiency and productivity.

The Dean's Council, composed of the dean, three associate deans, two assistant deans, six directors and the special assistant to the dean, is advisory to the dean. The council which meets once a month, monitors, manages, evaluates and directs activities for the college; and provides strategic planning. The council develops policies and approves policies developed by other college committees.

The Executive Council communicates important and current college-wide information on policies and procedures, to the college, meeting once a semester. The council's membership includes those who sit on the Dean's Council, as well as the directors of development and information technology, the president of the staff advisory council, the chair of the academic/administrative professional forum, the chair of the faculty assembly, a student leader of the public health alliance and a community representative.

The Promotion and Tenure Committee develops college promotion & tenure guidelines, considers faculty applications for promotion & tenure actions, reviews post tenure evaluations and makes recommendations for faculty advancement. Members of the committee include representatives from each of the three divisions in the college (Community and Environmental Health, Epidemiology and Biostatistics and Health Promotion Sciences), the coordinator for personnel and faculty status, and the associate dean for academic affairs is ex-officio.

The Education Committee is charged with setting the education agenda for the college, providing oversight for curriculum development. The committee evaluates program effectiveness, provides curriculum oversight to the programs, and develops academic policies for the college. This committee is comprised of section heads that rotate every three months, as well as coordinators of programs, a few faculty and students.

The Community Engagement, Practice and Service Committee meets monthly and reviews and develops recommendations on how to evaluate service activities in the promotion & tenure guidelines of the college. Its membership is comprised of multiple faculty, academic professionals and students. Academic professionals are non-faculty employees who are involved in research, service or teaching programs, who require professional and intellectual freedom and who report to a person below the level of vice president.

The Research Advisory Committee is charged to review current research policy and practice and to make suggestions for improvement. The associate dean for research chairs the committee, comprised of multiple faculty, academic professionals and students.

The nine remaining standing committees are: (1) Evaluation Committee; (2) Committee on Inclusion and Equity; (3) Student Affairs; (4) Student Scholarship and Financial Aid; (5) Faculty Assembly; (6) Staff Advisory Council; (7) Academic/Administrative Forum; (8) IRB Scholarly Review Committee; and (9) the Community Advisory Board.

Aside from division heads and section directors, there is additional engagement of faculty on several standing committees. In particular, the Education Committee, Community Engagement, Practice and Service Committee, the Research Advisory Committee, the Committee on Inclusion and Equity and the IRB Scholarly Review Committee all have faculty representatives.

The college has strategically designed the composition of the voting membership on the majority of its committees to include students. The college's Student Affairs Committee has the greatest student representation, comprised of a student representative from each degree program of the college and each section of the college when a degree program crosses over multiple sections. Other committees with

student representation include: Education Committee, Community Engagement, Practice and Service Committee, Research Advisory Committee, and the Committee on Inclusion and Equity. The Public Health Student Alliance is the student organization of the college. Students from all educational programs are eligible for membership.

There are 25 faculty members who serve as members on 51 different university committees. The dean of the college serves as chair of the University Distinguished Professor Selection Committee and the Arizona Agricultural Experiment Station Peer Review. The college is well represented on the university's Faculty Senate and other strategic committees.

The main constituent involvement is through the 20 community representatives that serve on the Community Advisory Board, which meets twice a year in day-long retreats. This committee provides feedback and insight for the college.

The site team noted that the overall governance structure ensures involvement of faculty, staff and students. This shared governance promotes transparency and active engagement of all constituents in decision-making across the college.

#### **1.6 Fiscal Resources.**

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

This criterion is met with commentary. After several years of essentially flat-line income (about \$17 million) the college has seen two years of increasing income. This has been largely, but not exclusively, due to growth in grants and contracts and related indirect funds and a one-year experience with a now discontinued funding formula called Responsibility Centered Management (RCM).

The college budget, which appears to be adequate for its purposes, comes from several sources: state appropriation, differential tuition and program fees, grants and contracts, designated revenue, indirect cost recovery and restricted gifts and endowments.

The college's funds and expenditures are shown in Table 1.

<b>Table 1. Sources of Funds and Expenditures by Major Category, Fiscal Years 2007 - 2012</b>					
	<b>FY2007/2008</b>	<b>FY2008/2009</b>	<b>FY2009/2010</b>	<b>FY2010/2011</b>	<b>FY2011/2012</b>
<b>Income - Source of Funds</b>					
Tuition and Fees	\$ 82,366	\$ 91,633	\$ 93,844	\$ 230,255	\$ 492,173
State Appropriation	\$ 5,382,411	\$ 5,479,128	\$ 5,071,156	\$ 5,040,954	\$ 5,592,494
University Funds	n/a	n/a	n/a	n/a	n/a
Grants/Contracts	\$ 9,504,479	\$ 9,943,113	\$ 8,715,656	\$ 11,098,334	\$ 12,118,481
Indirect Cost Recovery	\$ 409,850	\$ 377,367	\$ 564,755	\$ 702,098	\$ 332,304
Endowment	\$ 463,226	\$ 515,686	\$ 442,548	\$ 422,903	\$ 402,464
Gifts	\$ 390,133	\$ 99,142	\$ 542,767	\$ 86,430	\$ 230,452
Other, Other Restricted Revenue (TRIF, FPC, etc)	\$ 547,992	\$ 810,480	\$ 1,276,892	\$ 1,083,348	\$ 1,424,439
Other, Designated Funds	\$ 180,006	\$ 356,787	\$ 211,205	\$ 377,740	\$ 546,497
Other, Auxiliary Funds	\$ 184,522	\$ 172,401	\$ 243,366	\$ 290,921	\$ 240,701
<b>Total</b>	<b>\$ 17,144,985</b>	<b>\$ 17,845,737</b>	<b>\$ 17,162,189</b>	<b>\$ 19,332,983</b>	<b>\$ 21,380,005</b>
<b>Expenditures</b>					
Faculty Salaries & Benefits	\$ 6,101,759	\$ 6,898,179	\$ 7,391,575	\$ 8,044,784	\$ 9,238,934
Staff Salaries & Benefits	\$ 5,167,624	\$ 4,895,440	\$ 4,166,116	\$ 5,044,309	\$ 5,312,536
Operations	\$ 2,592,396	\$ 3,153,686	\$ 2,524,291	\$ 2,946,339	\$ 3,057,798
Travel	\$ 369,265	\$ 307,028	\$ 300,264	\$ 357,585	\$ 296,148
Student Support	\$ 462,429	\$ 268,235	\$ 263,539	\$ 451,577	\$ 475,086
University Tax	\$ 5,811	\$ 5,717	\$ 9,256	\$ 16,754	\$ 22,146
Other (Equipment)	\$ 84,020	\$ 160,574	\$ 29,107	\$ 131,382	\$ 293,396
Other (indirect costs)	\$ 1,540,562	\$ 1,567,047	\$ 1,527,509	\$ 1,847,747	\$ 2,094,550
Other (Major fund raising activity)			\$ 143,495		
Other (Building fund)	\$ 283,843				
<b>Total</b>	<b>\$ 16,607,709</b>	<b>\$ 17,255,905</b>	<b>\$ 16,355,152</b>	<b>\$ 18,840,477</b>	<b>\$ 20,790,594</b>
<b>Surplus/Deficit</b>	<b>\$ 537,276</b>	<b>\$ 589,832</b>	<b>\$ 807,037</b>	<b>\$ 492,506</b>	<b>\$ 589,412</b>

Source of Funds:

1. Tuition and Fees: Differential Tuition and Program Fees through state and designated accounts based on expenditure data. Funds generated are earmarked to meet the academic, instruction and student scholarship needs of the college.
2. State Appropriation: Allocated funds from the legislature and institution supporting instructional activities, based on expenditure data. State Appropriations for the Mel and Enid Zuckerman College of Public Health are included with the Arizona Health Science Center's legislative budget component allocation to the University of Arizona. Fluctuations from year to year represent additional allocations or reductions to appropriated funds.
3. University Funds: University funds are the same as state appropriated funds (see above).
4. Grants/Contracts: Funds received from federal, state, other government agencies or other private organizations provided on a contract or grant basis for research, service or instruction purposes.
5. Indirect Cost Recovery: IDC allocated to college and disbursed to divisions and faculty.
6. Endowment: Interest on endowments held at the University of Arizona Foundation.

7. Gifts: Gifts and interest to restricted gifts held at the University of Arizona Foundation.
8. Other Restricted Revenue: Operating funds not classified as grant or contract but having a research, service or instruction purpose based on expenditure data.
9. Other Designated Funds: Other unrestricted revenue used primarily in support of research, service and instruction based on expenditure data.
10. Other Auxiliary Funds: Revenue from in-house service unit based on expenditure data.

Expenditures:

1. Faculty Salaries and Benefits: University of Arizona faculty are categorized as regular faculty (tenure track, non-tenure track and professional), clinical and ancillary.
2. Staff Salaries and Benefits: Category includes classified staff (salaried and wages), graduate students, and student employees.
3. Operations: Administrative, instructional and research related operating costs.
4. Travel: Administrative, instructional and research related travel costs.
5. Student Support: Student scholarships and stipends, tuition and fees, health insurance, and student support other are included in this category.
6. University Tax: Financial Services Office imposes a 9% Administrative Service fee tied to Auxiliary and Designated accounts.
7. Equipment: Equipment and capital improvement.
8. Indirect Costs: Total indirect costs expenses tied to sponsored activities.
9. Other, Major Fund Raising Activity: Expenses tied to major fundraiser for MEZCOPH 10<sup>th</sup> anniversary through the University of Arizona Foundation.
10. Other, Building Fund: Direct expenditures in the planning, development and construction of Roy P. Drachman Hall (home of MEZCOPH).

A new funding formula, known as RCM, was implemented in 2011-2012. This model gave colleges revenue adjustments based on student enrollment growth as compared to the “base year” of 2009-2010. This resulted in a first year budget increase of approximately 14% over the prior year, which, despite some subsequent across-the-board reductions, represented a significant budget increase for the college. However, in 2012, a decision was made to discontinue RCM and reevaluate it. The university is awaiting the next proposed funding model. The provost reports that the new system, when it is implemented, will not present any major short-term changes to any college on campus.

In addition to its state appropriation, the college also receives a differential fee for its academic programs: \$30 per unit for undergraduate courses and \$50 per unit for graduate courses. The self-study reported that the college planned to add a \$250 per unit charge for graduate certificate courses starting in the fall of 2012-2013. The faculty confirmed that this had been implemented by the time of the site visit.

Research and service grants provide 60% of the college’s total budget. This includes grants and contracts awarded directly to the college and grants awarded to college faculty for co-investigator and support roles in grants awarded primarily outside the college. The college also operates a “service unit,” the Office of Information Technology, which provides support both within and outside the college.

Additional resources include revenue from summer school revenue, consulting activities and related programs. Of this, 17% is set aside for financial aid, and 10% retained by the university.

Indirect cost recovery funds are returned to the college in a proportionate manner, depending on how much indirect cost is included in the grant. The maximum that can be returned to the college (if the full



indirect rate is recovered) is 25%. This low rate is of concern to the college leadership. According to the provost, however, this amount is given to the college after the full costs are adjusted for university expenses.

The college has a fund balance of over \$1 million in restricted gifts and \$10 million in endowed gifts. It appears to have both recognition and support within the regional philanthropic community.

The commentary relates to the rapidly changing and somewhat uncertain nature of the funding environment that faces the college, especially with the on-going reconsideration of the RCM system. It will be important that any new funding formula provide the college with the increased resources matched to student growth and sufficient to maintain the required student-faculty ratio. Although the college's response to the site visit team's report notes that the college has received a permanent funding increase, this does not negate the concern, especially with the large growth of the undergraduate program.

Of note is the unprecedented growth of the college's undergraduate program, the Bachelor of Science in Public Health. The college is cognizant of the need to garner resources to meet demand for this influx of students and is considering executing higher admissions standards and other mechanisms to cap admission.

### **1.7 Faculty and Other Resources.**

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

This criterion is met with commentary. The college has seen a continued growth in its faculty numbers, rising from 41.15 FTE in 2009 to 55.95 in 2012. The self-study reports that the college is in the process of hiring 13 additional faculty lines. At the time of the site visit, eight of these positions had been filled and five were pending.

The reported student-faculty ratio for graduate students are all acceptable, ranging from 2.79 to 7.65 by department. However, these ratios do not reflect a significant and growing number of undergraduate students. In the past five years, undergraduate enrollment has increased from 38 to 228. As a result, from 2009 to 2012, total student FTEs has increased from 236.7 to 525.6. Though not provided in the self-study, a re-calculation of the overall SFR based on total FTEs would have gone up from 5.75 in 2009 to 9.39 in 2012.

While this recalculated rate is still reasonable, several graduate students did express concern about large class size, including one student who expressed concern that the classes may be larger than can be appropriately managed by the faculty. Both the students and the faculty referenced core classes that can have up to 120 students in them.

Physical facilities are adequate. There is space available in the newly constructed Drachman Hall, which serves as the primary location for the college and is a source of significant pride among the alumni of the college, who compare the facilities very favorably compared to the pre-existing facilities.

The laboratory space appears adequate. Some faculty have lab space in the BIO5 consolidated research facility.

There is a computer lab in Drachman Hall, which is available during normal business hours and a computer lab in the Health Sciences Center's Library which is available 24 hours a day.

The UA offers three primary libraries on the main campus, one primary library for the Arizona Health Science Center (AHSC) campus in Tucson, a smaller AHSC facility for the Phoenix campus and more than 10 smaller collections and college libraries to support the entire campus community.

The commentary relates to the growing number of students, especially at the undergraduate level. College leaders must ensure that class size (already an expressed concern from students) does not grow to the rate of impacting the student learning experience.

### **1.8 Diversity.**

**The school shall demonstrate a commitment to diversity and shall evidence an ongoing practice of cultural competence in learning, research and service practices.**

This criterion is met. The college demonstrates a commitment to diversity that is evident among its faculty, staff and students, and the college appreciates and celebrates diversity in all its forms. The college's Diversity Committee historically focused on issues of gender, age, race and ethnicity. The college has recognized that diversity is more multi-dimensional and complex and that the nature of diversity and underrepresented populations is important to the college. The Diversity Committee has adopted a more comprehensive approach to diversity and changed its name to the Committee on Inclusion and Equity (CIE). This new committee and the broader look at diversity reflect a number of the core values. The college has four goals and six objectives that are linked to the issues of diversity and equity. The CIE has developed two specific diversity goals: one related to the undergraduate student body composition and one related to master and doctoral students being the first from their family to be in a graduate program.

The overarching mission of the UA guides all efforts at the college to provide a comprehensive, high-quality education that engages students in discovery through research and broad-based scholarship. Comprehensiveness encompasses the inclusion of a number of perspectives from people of various

backgrounds and experiences. Within the Office of the President of the university, is the Office of the Assistant Vice President for Inclusive Excellence, which serves as a focal point for campus diversity efforts throughout the institution. This office has provided substantial guidance, monitoring tools and in-service training to the college CIE. The college CIE is governed by the same practices and policies of the university. The self-study provided a list of goals for achieving diversity and cultural competence within the college, and a description of how diversity-related goals are consistent with the university's mission, strategic plan and other initiatives on diversity. Policies and procedures are in place to support a climate free of harassment and discrimination and to support a climate for working and learning in a diverse setting, to develop, review and maintain curricula and other opportunities including service learning that address and build competency in diversity and cultural considerations, to recruit, develop, promote and retain a diverse faculty, to recruit, develop, promote and retain a diverse staff, to recruit, admit, retain and graduate a diverse student body and to support regular evaluation of the effectiveness of the above-listed measures.

The college's goals and objectives identify recruiting students from the culturally diverse Southwest. In addition to increasing the total number of graduate applicants each year, the percentage of applicants who represent under-represented minorities has also remained strong. Hispanic applications were 13.1% and 11.3% of total applicants in 2010 and 2011 respectively. American Indian applicants have been near 5% each year (5.2% in 2010 and 4.8% in 2011), and African American applications were 7.1% in 2010 and 6.5% in 2011. In accordance with the college's mission to have a global impact, there were a significant proportion of foreign applications in 2010 (22.5%) and 2011 (24.1%). According to data collected by the Association of Schools of Public Health the college has a greater percentage of Native American and Hispanic graduate students compared with other schools of public health. The college's undergraduate program also has a diverse student population. Of the 127 declared majors at the end of July 2012, 38.6% were non-White, of which 12.6% of the students were Hispanic, 3.9% were Native American and 7.9% were African American. Out-of-state students were 20.5% of the majors and came from 11 states outside of Arizona. It is anticipated that the diversity of the undergraduate majors continue over the next years, as the composition of the 555 undergraduate public health students remains diverse with 56.6% non-White. Hispanic students are the greatest percentage (30.6%) followed by Asians (8.5%), African American (8.5%) and Native Americans (4.5%). Out-of-state undergraduate public health students represent 17.3% of these students and are from 25 states. All of these figures compare favorably with the total enrollment of minority students at the UA, which was at 30% in 2009.

By all accounts, the college is meeting the goals and objectives established that relate to diversity through policies and procedures, course syllabi and other course materials and activities and through recruitment of students and faculty. The commitment to diversity is clear in the values and goals and is clear in discussions with students, alumni, faculty and community members. Community stakeholders spoke very

highly of the diverse nature of the staff, faculty and students and were positive of the college's efforts to provide students with opportunities to work with the reality of diverse communities in Arizona and the border area. Discussions with staff and faculty revealed that they actively engage in diversity and equity issues not only in the college but in the wider university community. Several faculty and staff participate in a committee to look at diversity and inclusion issues across the university and developed a survey that will serve as a baseline for diversity and inclusion and guide further enhancements in the area. The college embraces and supports these efforts.

The CIE meets on a quarterly basis to review progress on the objectives and is responsible for providing guidance and course correction to the dean and faculty and to the Dean's Council. There is no evidence in the self-study of a system in place to track and monitor the achievement on the objectives. During the site visit, faculty and staff stated that the system is only partially in place. Data can be gathered from other systems but the college itself does not have a consolidated system to monitor the multi-dimensional and complex nature of diversity.

## **2.0 INSTRUCTIONAL PROGRAMS.**

### **2.1 Degree Offerings.**

**The school shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional master's degree in at least the five areas of knowledge basic to public health. The school may offer other degrees, professional and academic, and other areas of specialization, if consistent with its mission and resources.**

This criterion is met. The college offers professional MPH degrees in eight concentrations. The college offers six joint degrees, in which the MPH may be completed jointly with a master of Mexican American studies, a master of Latin American studies, a Juris Doctor, master of business administration, doctor of pharmacy or medical degree. The college offers the academic Master of Science (MS) and the academic doctoral degree (PhD) in biostatistics, epidemiology and environmental health sciences. The college offers the professional degree (DrPH) in maternal and child health and public health policy and management. Finally, the college offers the undergraduate Bachelor of Science (BS) in public health. Table 2 presents the college's degree offerings.

MPH students complete five core courses, concentration-specific courses, selective or elective courses, an internship and a culminating experience. Site visitors reviewed the curriculum for all degree programs and verified that the college offers an appropriate depth of coursework in each MPH concentration area.

<b>Table 2. Degrees Offered</b>		
	Academic	Professional
<b>Bachelor's Degrees</b>		
BS in Public Health		
<b>Master's Degrees</b>		
Biostatistics		MPH
Environmental and Occupational Health		MPH
Epidemiology		MPH
Family and Child Health <sup>1</sup>		MPH
Health Behavior and Health Promotion		MPH
Public Health Policy and Management		MPH
Public Health Practice		MPH
Clinical Leadership <sup>2</sup>		MPH
Biostatistics	MS	
Epidemiology	MS	
Environmental Health Sciences	MS	
<b>Doctoral Degrees</b>		
Biostatistics	PhD	
Epidemiology	PhD	
Environmental Health Sciences	PhD	
Maternal and Child Health		DrPH
Public Health Policy and Management		DrPH
<b>Joint Degrees</b>		
	Academic	Professional
College of Social and Behavioral Sciences		MPH/MS
College of Social and Behavioral Sciences		MPH/MA
College of Law		MPH/JD
College of Management		MPH/MBA
College of Pharmacy		MPH/PharmD
College of Medicine		MPH/MD

<sup>1</sup> Family and Child Health Concentration has two tracks, Maternal and Child Health and Global Health.

<sup>2</sup> Concentration may only be completed by joint MPH/MD students.

## 2.2 Program Length.

**An MPH degree program or equivalent professional public health master's degree must be at least 42 semester-credit units in length.**

This criterion is met. The college requires a minimum of 42 semester credits for the MPH. Four MPH degrees require greater than 42 credits: epidemiology (44 credit hours); family and child health concentration – maternal and child health track (44 credits hours); family and child health concentration – global health track (47 credit hours); and public health policy and management (45 credit hours).

The MPH program operates on a semester system. University policy mandates at least 45 hours of work by each student for each unit of credit. For a regular classroom course, this equates to 15 contact hours of recitation, lecture, discussion, seminar or colloquium and a minimum of 30 hours of students homework for each unit of credit.

The MPH program allows students to transfer no more than 20% of the minimum number of units required for the MPH degree. All requests and review of possible transfer credit must be performed during the first semester that a student is enrolled in the MPH program. Transfer credit must be from an accredited university and at a grade level of A or B. The final decision to approve or disapprove transfer credit is made when the formal plan of study is submitted and reviewed by the Graduate College.

### 2.3 Public Health Core Knowledge.

**All graduate professional degree public health students must complete sufficient coursework to attain depth and breadth in the five core areas of public health knowledge.**

This criterion is met. All MPH students are required to complete five core courses. The core courses address the five knowledge areas in public health and total 15 credit hours. The five core discipline courses are listed in Table 3. The site visit team reviewed syllabi, and core courses are appropriate for master’s-level study.

Students in the two concentration areas of the DrPH program that enter the doctoral program without an MPH must enroll and successfully complete all five core public health courses.

Site visitors learned that all five core courses may be completed either on campus or online by both graduate and doctoral students.

<b>Core Knowledge Area</b>	<b>Course Number &amp; Title</b>	<b>Credits</b>
Biostatistics	CPH 576A Biostatistics in Public Health	3
Epidemiology	CPH 573A Basic Principles of Epidemiology	3
Environmental Health Sciences	CPH 575 Environmental and Occupational Health	3
Social & Behavioral Sciences	CPH 577 Sociocultural and Behavioral Aspects of Public Health	3
Health Services Administration	CPH 574 Public Health Policy and Management	3

### 2.4 Practical Skills.

**All graduate professional public health degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to students’ areas of specialization.**

This criterion is met with commentary. The MPH program requires an internship experience that places students in a practice-based situation. Sites for internship experiences include state health departments, laboratories, American Indian organizations, community organizations, non-profits, medical centers,

hospitals and private institutions. Internships may be located domestically and internationally and may include financial compensation when available. The college emphasizes the objective of a significant number of student internships occurring at sites that directly impact border health and American Indian public health issues. Students, in consultation with their faculty advisors, are responsible for finding and arranging an internship site. Students have several resources to locate a field site: (1) MPH faculty members and other faculty members and other university faculty members; (2) fellow students; (3) alumni; and (4) community agency announcements. Students may also propose a placement organization from their own networking experience or concentration area.

Per college policy all internship sites should allow students to: (1) experience public health work in his or her concentration areas; (2) apply classroom knowledge to practical problems in the field; (3) acquire additional skills and knowledge in public health services; (4) carry out a project mutually useful to the internship site and the student; and (5) interact regularly with public health professionals as a means of increasing knowledge and professional skills.

Internship preceptors should possess the following: (1) demonstrated experience in their field with at least one year in their current position and when necessary have the education and professional certification to meet training requirements; (2) supervisory experience to demonstrate that they can oversee the internship and be able to critically evaluate student performance based on direct observation of a student's contribution; (3) ability to communicate effectively in a timely manner with the college; and (4) ability to have the time to provide to the internship project and to engage in meetings with students and their faculty advisor. All preceptor qualifications are viewed by a student's internship chair and approved with signature.

Working students may complete their internship in their primary place of employment as long as it is above and beyond their normal work duties, does not include reporting to their regular supervisor and is an approved internship site. Students must discuss this placement option with their internship chair and approval must be given for this type of internship to occur.

The internship experience varies in number of required hours per concentration area. Students are required to complete between three and 12 units of internship credit. Each unit of credit represents 45 hours at the internship site. The number of hours per MPH concentration area is listed in Table 4.

MPH students may enroll in the internship experience after the completion of three of the five MPH core public health knowledge courses and a set of courses identified by each concentration as prerequisites for conducting an internship. Students must be able to prove satisfactory communication and organizational skills to effectively and successfully work with their preceptors. Finally, students must also

attend an internship workshop and IRB forms workshop. These two workshops provide guidance and explanation of what requirements are needed to successfully complete both the IRB process and internship. The college does not accept waivers for the internship experience.

<b>Concentration</b>	<b>Number of Units</b>	<b>Number of Hours</b>
Biostatistics	6 units	270 hours
Environmental and Occupational Health	3 units	135 hours <sup>1</sup>
Epidemiology	4 units	180 hours <sup>2</sup>
Family and Child Health (Maternal and Child Health)	6 units	270 hours
Family and Child Health (Global Health)	6 units	270 hours
Health Behavior and Health Promotion	6 units	270 hours
Public Health Policy and Management	6 units	270 hours
Public Health Practice	9 units	405 hours <sup>3</sup>
Clinical Leadership	12 units	540 hours <sup>4</sup>

<sup>1</sup> Environmental and Occupational Health also requires students to conduct a research-based project, which includes additional field experience.

<sup>2</sup> Epidemiology students must also participate in two units of CPH 596D Public Health Experience-Student Epidemiology Response Team.

<sup>3</sup> Given the nature of the public health practice concentration, additional internship hours are needed for meeting their practical experience requirement.

<sup>4</sup> The MD-MPH program requires additional units for their practice experience as they have less opportunity to gain this during their course work.

Students form an Internship Committee, also known as the Student's Graduate Committee, once an internship site and project is located. The committee contains three individuals: (1) internship advisor/internship committee chair; (2) second member; and (3) site preceptor/supervisor. The internship advisor is required to be a faculty member from the student's concentration area and provides primary oversight of the internship and chairs the committee. The second member may be a faculty member from any department or college at the UA, including affiliate or adjunct faculty. The second faculty member is chosen to provide content expertise to the student regarding the internship project. The preceptor supervises the student's internship activities at the site. All three members of the committee read the student's internship report.

Students are required to develop a detailed plan for the internship which is described on the plan for internship form. The form contains the following information: (1) contact information for the site of the internship; (2) topic of the internship; (3) preceptor name, title, degree and contact information; (4) approximate start and end dates of the internship and total number of hours; (5) goals, outcomes,



learning objectives and internship activities that will be accomplished; (6) proposed timeline within the internship is expected to be completed; (7) way in which the project will address the ten essential services and three core functions of public health; (8) justification of site selection; (9) CITI program completion certification; (10) human subjects approval process; and (11) college preceptor agreement. The plan for internship form is reviewed and approved by the student's Graduate Committee and the chair of the student's MPH concentration area. This approval process is done via a meeting of the student's Graduate Committee. In the event that committee members cannot meet in person (ie, international site) a conference call or group discussion email is acceptable.

The chair of the Graduate Committee and preceptor work closely to evaluate student performance. This evaluation process involves: (1) regular monitoring and discussion of the student's progress towards fulfillment of the student's project through email contact between the chair and preceptor and (2) the preceptor evaluation of student performance in internship program. The final grade which is a pass/fail is determined by the chair of the student's Graduate Committee.

Students complete an evaluation of the practicum site. This evaluation provides students a confidential opportunity to assess their internship, including guidance from the college, Graduate Committee, site preceptor as well as an overall assessment of the practicum experience.

The college holds a preceptor appreciation lunch twice a year (spring and fall) to acknowledge and thank individuals who have acted as preceptors for students. These lunches allow preceptors to provide feedback to the college regarding their preparation and understanding of being preceptors.

DrPH students utilize multiple pathways to garner field experience during their studies. First, all DrPH students are required to complete at least two service learning courses. These courses work extensively with community organizations and provide students with approximately 100 hours of exposure to public health agencies and organizations. Second, DrPH students work with community agencies while engaged as graduate research assistants on applied projects. Third, doctoral students work with community organizations as part of their dissertation research. Finally, additional field work is gained via independent studies and additional service learning courses that are completed for elective credits.

Preceptors spoke enthusiastically about student field experiences and the knowledge that students bring to their field experiences. Preceptors shared with the team that students are critical thinkers, produce beneficial projects and useable products and are self-directed in project work. Site visitors learned that students have produced evidence-based projects that have aided organizations in policy and analysis tasks. Site visitors learned from alumni and students that their practice experiences reinforced their

knowledge of public health and expanded their knowledge and abilities to work in the field of public health.

The commentary relates to the observation in the self-study that there is a need to identify additional field sites and preceptors as the MPH program continues to enroll additional students. Additional field sites will allow students to have greater choice of field experiences and allow more organizations to experience the benefits of having MPH students within their organizations to assist with and direct public health related projects and initiatives. Site visitors learned that at times organizations have hosted both undergraduate and graduate students for field experiences.

### **2.5 Culminating Experience.**

**All graduate professional degree programs, both professional public health and other professional degree programs, identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.**

This criterion is met. All MPH students are required to complete a culminating experience, which is a final internship report. The final report describes the student's internship experience, the five core knowledge areas of public health it addressed along with which of the 10 essential public health services were involved. Students are required to have completed all five core public health knowledge courses or be concurrently enrolled in remaining core courses before the completion of their final report.

The final report is equivalent to a master thesis, and the student's Graduate Committee reviews the final report. The report contains two parts: the first part addresses the practicum experience and the second component is a scientific report of the projects that the student conducted while at the internship site. The report must include an extensive literature review, a reflection of the students' learning objectives, discussion, analysis, results, conclusions and appropriate appendices. Students are required to submit a very early draft to their committees to ensure that the approach of the paper is acceptable. Students and committees may exchange several submissions before the final paper is produced. Students must follow and adhere to specific set due dates listed on the semester timeline to ensure that the final paper is produced successfully and that on-time graduation occurs.

All students are required to present their internship experience at the college-wide MPH internship conference which is held during the spring and fall semesters. The conference is a professional event that includes varied audience participation (ie, public health practitioners from the state, preceptors, alumni, graduates and employers). The all day event consists of a keynote speaker, breakout topic sessions and student presentations.

Each member of the Graduate Committee utilizes a grading rubric to assess the final paper. The final grade is either superior, pass or rewrite.

The site visit team identified commentary related to timing of the completion of the five core public health knowledge courses. Currently students may be concurrently enrolled in core public health knowledge courses as they work to complete their final report. This structure would have made it difficult for students to master and apply competencies from their coursework to the completion of their final paper due to the restricted timeframe in which this learning experience is conducted. Student feedback during the site visit echoed the commentary regarding the timing of completion of public health core courses. Since the site visit, the college implemented a policy that requires that all core courses be completed prior to the final semester and submission of the capstone paper.

Site visitors reviewed several final internship reports, and they showed rigor, professionalism and creativity. Site visitors heard positive feedback from alumni regarding their final reports and presentation experiences at the internship conference. Site visitors learned from preceptors that they attend student presentations of final papers and are extremely pleased and proud of the professional presentations that students produce and share with audiences.

The culminating experience for the DrPH students includes their dissertation work, final written dissertation and defense of the dissertation. Students are required to investigate a significant public health problem in their public health concentration area. Dissertations may be completed utilizing various formats. Students are not required to collect new data for their dissertations, but they must demonstrate that they are capable of sophisticated independent data analysis.

## **2.6 Required Competencies.**

**For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of degree programs. The school must identify competencies for graduate professional public health, other professional and academic degree programs and specializations at all levels (bachelor's, master's and doctoral).**

The criterion is met. The college has a systematic process for defining and refining competencies for each of the professional, academic and undergraduate degree programs. Faculty within each academic section involved in the MPH and DrPH programs developed competencies for their degrees with input from students and the public health workforce. Faculty members involved with the BS program engaged input from employers to refine the competencies. The PhD programs defined competencies utilizing information from other well-established accredited universities.

For the undergraduate degree program competencies were developed as a part of the requirements for requesting a new program. An ad-hoc workgroup of faculty members from each division and the associate dean for financial affairs, who responded to resource needs, led the competency development

and refinement process. The college engaged leading public health employers in Arizona, including the Arizona Department of Health Services, Tribal Health Departments and county health departments to identify knowledge and skills expected of newly-trained bachelor level graduates. The ad-hoc workgroup adopted the following areas for competency development based upon 50% of the employers' prioritization: knowledge of the public health system, epidemiology, program planning, program evaluation, cultural competence and data analysis. Additionally, members of the workgroup reviewed recommendations from the Association of Schools of Public Health (ASPH) and the Council of Colleges of Arts and Sciences on what should be a part of a major in public health.

The college identified 15 competencies for the Bachelor of Science (BS) major in public health program. Faculty members involved in the instruction of courses for this degree program mapped the competencies using two categories: primary (P) – and reinforcing (R).

For the MPH degree programs, the faculty within each of the sections developed and reviewed the competencies for their respective MPH degree. In addition, an external review committee reviewed the process and the competencies. There is also oversight by the college's Education Committee, which stays abreast of competency projects by national organizations and processes feedback from employers who hire the college's graduates via the employer survey.

The following areas or domains were identified as core for all of the nine MPH degree programs: analytical skills (seven competencies), communications skills (seven competencies), policy development and program planning skills (seven competencies), cultural skills (six competencies), basic public health science skills (five competencies) and financial planning and management skills (ten competencies). In the spring 2012, the section heads and faculty who provide instruction in each of the divisions of the MPH degree programs reviewed the MPH core and concentration competencies and ranked them as primary (P) or reinforcing (R).

The competencies for the DrPH program were developed as part of the university requirements for requesting a new degree program, similar to the undergraduate degree program. An ad-hoc workgroup of faculty members from the divisions and the associate dean for financial affairs, who responded to resource needs, determined that there would be a set of DrPH competencies that would transcend the two areas of study: Maternal and Child Health and Public Health Policy and Management. The ASPH taskforce on DrPH competencies was being initiated at the same time as the development of the college's two DrPH programs, and the college's associate dean for academic affairs was involved in one of the ASPH's workgroups. During the 2011-2012 academic year, the doctoral competencies identified by the DrPH workgroups were again reviewed by the faculty in the two divisions offering the DrPH.

The section heads and faculty in the Maternal and Child Health section and the Public Health Policy and Management section collectively developed seven competencies to be covered in the nine core courses common to both DrPH degree programs and identified how they were being addressed in these courses. The level of coverage mapped to the core courses was identified as primary (P).

For the three PhD programs (biostatistics, epidemiology and environmental health sciences), the faculty within the divisions identified the competencies. Biostatistics and environmental health sciences are the two newer programs, and their competencies had to be clearly defined as they sought and received approval from the ABOR to offer the program. It was noted that these two PhD programs are the only ones in their disciplines in the state of Arizona.

Overall the process for identifying and refining the competencies was well defined, particularly for the professional degree programs. The Education Committee and the section heads worked with the faculty in each section to review, revise and update their curricula. When a competency is identified as not having any or enough coverage, the Education Committee works with instructors to enhance course material to address the necessary competencies. Students were engaged in the process through representation on the Education Committee.

Competencies for the degree programs are communicated to students on the college website and are shared with entering students in their advising sessions with their faculty mentors (academic advisors). The competencies applicable to courses are articulated in the course syllabi, as well as through, learning objectives or outcomes. A review of the syllabi indicated that there was not a consistent format across the college; some clearly linked learning objectives to competencies while other syllabi were more vague.

The site visit team identified a concern related to the absence of clearly defined competencies for the academic master's (MS) degrees in biostatistics, epidemiology and environmental health sciences. However, since the site visit, the college has provided documented competencies for the MS and PhD programs.

## **2.7 Assessment Procedures.**

**There shall be procedures for assessing and documenting the extent to which each professional public health, other professional and academic degree student has demonstrated achievement of the competencies defined for his or her degree program and area of concentration.**

This criterion is met with commentary. Considerable effort has been expended to develop competencies and to assure that the competencies are covered by course content. According to the leadership team, there is general and growing acceptance and buy-in from the faculty regarding the importance of competencies, though perhaps more so among the faculty teaching in the professional degree programs than among those affiliated with the academic degrees.

The college has made an effort to ensure that the courses taught are consistent with the competencies. Each competency, for example, is matched to homework assignments, presentations, written work, etc. for each course. The self-study presented evidence that the faculty has evaluated the extent to which each competency is addressed by the required coursework and demonstrated that this is an iterative and an on-going process.

The approach to competencies was summarized by one faculty member who stated that “the course is assessing the competency” and if students are doing well on the course content, including the exams and papers, “. . . they are addressing the competency.”

There is also a very rigorous process of assuring that the internship project meets the student’s needs. Two faculty members (one chair and one reader) and the field preceptor work together to develop the internship project. At the end of the internship, the student submits a written report and gives an oral presentation. Both are evaluated by the student’s committee and by audience participation. This is reported by faculty, students and preceptors, to be a rigorous, detailed and valuable process.

The college appropriately gathers data on graduation rates. The self-study reports that all students who entered the undergraduate program in 2009 (when the program began) and 2010 have subsequently graduated. Students typically enter the undergraduate public health program in their third or fourth year. There is an admission process for the undergraduate program, which allows the faculty to control the number of students admitted to the program. Degree completion rates for the MPH, overall, are appropriate, showing that each cohort since 2006-2007 has reached or achieved a graduation rate of 70%.

The allowable time for completion of a doctoral degree is five years after completion of the comprehensive exam. While none of the three doctoral programs have been in existence long enough to assess overall graduation rates, the self-study reports “review of the initial cohorts of both the Biostatistics PhD and the DrPH programs reveal significant levels of attrition.” The cumulative attrition rate for the DrPH program, for example, was 29% for the first cohort (2007-2008) and 50% for the second cohort (with small numbers). Faculty stated that the first cohorts apparently included some students with unrealistic expectations of their ability to pursue doctoral-level training while working full-time.

The college conducts an alumni survey a year after graduation and then every three years after that. This is a newly adopted policy and the college does not yet have a three year data cohort to report. In the first cohort, 30% of alumni responded. However, based on other sources of data (including the use of social media), employment data are available for 85% of alumni. The self-study presents employment data for

its graduates, excluding first two cohorts of undergraduate students who graduated after the most recent alumni survey. By six months after graduation over 90% of recent alums reported that they had found employment or were pursuing further education.

Alumni and employer surveys ask students and employers to assess the competence of students to perform in the five competency domains. These are rather general domains and are not the same as the competencies identified in section 2.6. They are analytical skills communication skills; policy development/program planning skills; cultural skills; basic public health science skills; and financial planning and management skills. The overwhelming majority of alumni rank themselves as “well” or “very well” qualified in each area surveyed. The college reports on the employment status of 1031 recent graduates. However, there were only 27 respondents to the employer survey.

Employer data indicate that graduates are generally well-prepared. Seventeen employers reported that they felt that financial planning and management skills was applicable to the graduates’ job. Of these 17, ten (59%) ranked the alumni as being below competent; 12% ranked the alumni as not at all competent and 47% as only somewhat competent. Additionally, of the 22 employers who ranked policy development/program planning skills as applicable eight (23%) to graduate’s employment, ranked graduates as being below competent.

The self-study documented relatively little action taken as a result of this input from employers. However faculty and leadership clearly reported that a number of important and appropriate changes have taken place and will be implemented to address these areas of concern.

An original concern related to the fact that the college is not documenting that students are meeting the competencies as identified in Criterion 2.6, beyond completing the relevant courses. While there is very good and robust cross-walk between the competencies and coursework, the site visit team found no assessment of achievement of the competencies outside of the successful completion of the course. The school has since provided detailed information on how they assess competencies beyond completion of coursework.

Another original concern related to the need to continue to address doctoral graduation rates for those doctoral programs that showed what appeared to be higher early attrition rates. The school’s response clearly demonstrated that attrition rates are modest.

An additional concern related to the PhD programs in biostatistics and environmental health sciences in which the mechanisms for assessing the competencies have not been articulated. At the time of the site visit there were no proposed or defined mechanisms to assess student competencies. Since then, the

school has provide a detailed mechanism to provide assessment of student competencies in these programs.

The final concern related to the return rate for the alumni and employer surveys. Since the site visit, school documentation shows 51% alumni response rate and 100% employer response rate. However, a commentary still exists for the low numbers of employers that were surveyed.

### **2.8 Other Graduate Professional Degrees.**

**If the school offers curricula for graduate professional degrees other than the MPH or equivalent public health degrees, students pursuing them must be grounded in basic public health knowledge.**

This criterion is not applicable.

### **2.9 Bachelor's Degrees in Public Health.**

**If the school offers baccalaureate public health degrees, they shall include the following elements:**

**Required Coursework in Public Health Core Knowledge:** students must complete courses that provide a basic understanding of the five core public health knowledge areas defined in Criterion 2.1, including one course that focuses on epidemiology. Collectively, this coursework should be at least the equivalent of 12 semester-credit hours.

**Elective Public Health Coursework:** in addition to the required public health core knowledge courses, students must complete additional public health-related courses. Public health-related courses may include those addressing social, economic, quantitative, geographic, educational and other issues that impact the health of populations and health disparities within and across populations.

**Capstone Experience:** students must complete an experience that provides opportunities to apply public health principles outside of a typical classroom setting and builds on public health coursework. This experience should be at least equivalent to three semester-credit hours or sufficient to satisfy the typical capstone requirement for a bachelor's degree at the parent university. The experience may be tailored to students' expected post-baccalaureate goals (eg, graduate and/or professional school, entry-level employment), and a variety of experiences that meet university requirements may be appropriate. Acceptable capstone experiences might include one or more of the following: internship, service-learning project, senior seminar, portfolio project, research paper or honors thesis.

**The required public health core coursework and capstone experience must be taught (in the case of coursework) and supervised (in the case of capstone experiences) by faculty documented in Criteria 4.1.a and 4.1.b.**

This criterion is met. The college offers a bachelor of science (BS) in public health degree. Students complete one of three tracks: (1) environmental and occupational health; (2) health behaviors; or (3) health delivery. Students must complete 10 required public health knowledge courses for a total of 30 credits. The 30 credits include five individual courses that address the five core knowledge areas of public health.



In addition to the required public health knowledge courses, students are required to complete nine credits of track-specific coursework and 12 credits of elective coursework in public health. The elective courses will include social, economic, quantitative, geographic and educational issues that impact the health of populations and health disparities within and across populations.

All bachelor's degree students must complete a capstone experience CPH 493A Public Health Internship, for a total of six credits. Students are required to complete 270 hours at an internship site. Students perform activities and projects during their internship experience that afford them the opportunity to perform in the role of a health educator. All public health undergraduate students receive guidance and assessment from an internship advisor and preceptor during their field experience. Students are required to complete an activity log, final report and professional portfolio to successfully meet the requirements of the internship. Students receive a midterm and final evaluation from the agency preceptor. The internship advisor reviews the final student report and assigns the final grade of superior, pass or fail for the internship.

Public health undergraduate students have the option to complete CPH 493B as an optional additional internship for three or six credits that can be used toward the 12 credits of electives. If a student chooses to complete this option, the internship must be conducted at another site with different work plans and professional goals and projects compared to the tasks completed under CPH 493A. Students receive the same type of guidance and assessment as occurs under CPH 493A and are required to complete an activity log, final report and professional portfolio.

Site visitors heard positive comments from several undergraduate students regarding their coursework and learning opportunities and experiences while enrolled in the undergraduate program. A recent survey of undergraduate students showed that students were enrolling and completing the undergraduate degree with plans to pursue clinical studies, enter the public health workforce and pursue further study in an MPH program.

#### **2.10 Other Bachelor's Degrees.**

**If the school offers baccalaureate degrees in fields other than public health, students pursuing them must be grounded in basic public health knowledge.**

This criterion is not applicable.

#### **2.11 Academic Degrees.**

**If the school also offers curricula for graduate academic degrees, students pursuing them shall obtain a broad introduction to public health, as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health.**

The criterion is met. The college offers three master's level academic degrees and three doctoral degrees in the following disciplines: biostatistics, epidemiology and environmental health sciences.

Each of the six academic programs requires the MS and PhD students to complete two of the MPH core curriculum courses, Biostatistics in Public Health (three credit hours) and Basic Principles of Epidemiology (three credit hours).

The college assures that a public health orientation is provided to all MS and PhD students through the incorporation of public health concepts and examples in the epidemiology course and through attendance in required seminars (four semesters are required in this one semester credit hour course). The public health seminars are a forum for student and professional development, exchange and dissemination of information about public health priorities in the Southwest and discussion of promising public health practices. These seminars are offered once per month and provide the means for the college to connect with community partners. In addition, some students select a public health minor, which includes three of the five core MPH courses and two additional public health courses in a particular area of interest.

Overall, the students in the academic degree programs are adequately trained in public health knowledge and develop competencies within their specializations to address germane public health issues.

#### **2.12 Doctoral Degrees.**

**The school shall offer at least three doctoral degree programs that are relevant to three of the five areas of basic public health knowledge.**

This criterion is met. The college offers five doctoral degrees: PhD in biostatistics (minimum 74 units), PhD in epidemiology (minimum 73 units), PhD in environmental health sciences (minimum 72 units), DrPH in maternal and child health (minimum 65 units) and DrPH in public health policy and management (minimum 64 units).

The PhD degree programs are designed to prepare students for research careers in academia, industry or government. The degrees require courses in appropriate content areas with distribution among required and elective coursework. Each of the three PhD concentrations allows the doctoral students to select a minor, which requires a minimum of 9 units. The dissertation across all PhD programs requires 18 units. Each of the programs requires four to five years for completion.

The DrPH degree programs are intended to prepare students seeking public health leadership careers. The two concentrations share a common curriculum of 22 units of required courses that address areas such as ethics, public health policy, public health research and evaluation, public health communications and grantsmanship. Additional concentration required and elective courses address the remaining units, along with the dissertation that requires 18 units.

Doctoral students are granted priority status for teaching assistantships and funding awards within the college. Scholarship funds have increased; this past academic year 68% of all doctoral students and MS students were assigned research or teaching assistant positions. An additional 25% of doctoral and MS students receive funding from the university in the form of tuition waivers; and approximately 18% of the doctoral students have received college scholarships. Research mentoring is adequate and is linked to faculty research projects.

Faculty members throughout the college are actively engaged in the mentoring of the doctoral students. To enable more faculty-student mentoring relationships, the college hired a coordinator for all doctoral programs to manage activities for the students and to monitor students' progress in their programs.

During the academic year 2011-2012, there were a total of 73 students in the five doctoral programs (DrPH – Maternal & Child Health and Public Health Policy combined – 28, PhD Environmental Health Sciences 11, PhD Epidemiology 22 and PhD Biostatistics 12). The two newer programs (biostatistics and environmental health sciences) have not graduated students yet. Recruitment, admission and graduation of the doctoral students are adequate.

The site visitors' review of the doctoral programs verified that each of the five programs demonstrated an appropriate level of in-depth coursework and overall training for careers as public health professionals in practice and research. The review also identified adequate research mentoring for the highly-diverse doctoral student body.

### **2.13 Joint Degrees.**

**If the school offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.**

This criterion is met. The program currently offers six dual degrees. Per Graduate College policies, dual degree programs are formal programs that result in the awarding of two degrees. The course of study includes some overlap, which results in reduction of the total number of units required for degree completion. All dual degree students must meet the admission requirements for both degree programs.

Students in all of the dual degree programs except the MPH/MD program choose one of the eight MPH concentration areas. These five dual degree programs require the completion of 42 to 47 credits for the MPH degree which varies based on the MPH concentration area. Study for the MPH degree in all dual programs includes the completion of the five core public health course, MPH concentration-specific courses, elective or selective courses, internship and culminating experience. All dual degree students have advisors in both degree programs to provide guidance and ensure completion of both degree requirements. Elective courses are approved by both advisors.

There are three students in the MPH/Mexican American Studies (MAS) program. The program is a three-year program where students complete both public health courses along with courses that cover issues in the Mexican American and Latino populations of the United States. A minimum of 50% of credits hours must be unique to each degree and cannot be used for dual credit. MPH/MAS students complete 34 credits for the MAS degree. The courses that the MPH uses from the MAS degree are elective courses for three to nine units.

There are nine students in the MPH/Latin American Studies (LAS) program. The program is a three-year program where students complete both public health courses along with Latin American Studies courses which include language requirements in either Spanish or Portuguese. MPH/LAS students complete 36 graduate credits for the LAS degree. The courses that the MPH uses from the LAS degree are elective courses and for three to nine units.

There are three students in the MPH/JD program. The program is a four-year program and only full-time students may complete the program. Students need to complete 85 credits for the Juris Doctorate. The courses that the MPH uses from the JD degree are elective courses and total three to nine units. Academic guidance suggests that students be full-time in the College of Law their first year of study, then complete the first year of MPH studies during the second year or vice-versa. Once students enroll and successfully complete a year of first study for each degree they may enroll and complete public health and law courses simultaneously.

There are three students in the MPH/MBA program. The program is a three-year program and only full-time students may complete the program. Students need to complete 56 credits for the MBA. Students are able to count up to half of their MPH coursework toward the MBA degree. The courses that the MPH uses from the MBA degree are elective courses and total three to nine units. Academic guidance requires that students be full-time in the Eller College of Management their first year of study, then complete the first year of MPH studies during the second year. Once students enroll and successfully complete a year of first study for each degree they may enroll and complete public health and business courses simultaneously.

There is one student in the MPH/PharmD program. The program is a five-year program. Students in this dual degree program may count a maximum of 21-22 elective credits toward both degrees.

There are 35 students in the MPH/MD program. The program is offered at both the Tucson and Phoenix campuses. The program in Tucson requires five years of study while the program in Phoenix may be completed in four years. In order to complete the four year program students must have successfully completed public health courses at the University of Arizona. The dual degree option at Phoenix allows

students to participate in a four year longitudinal public health internship that is integrated into the MPH/MD program. Students complete a 42 credit MPH degree with a concentration of clinical leadership. The MPH degree consists of the five core public health courses, concentration-specific courses, electives, internship and culminating experience. Students complete 171 credits for the medical degree. Students work with academic advisors from both degrees to coordinate their class schedules, meet all requirements and to ensure that competences are attained.

Site visitors heard praise from community representatives regarding the dual degree opportunities at the college. However, community representatives noted that the MD/MPH program could place greater emphasis on opportunities that related to the ability to partner public health theory and practice skills with clinical knowledge in regard to Native American populations and issues of border health given the close proximity of the Mexican border to the state of Arizona.

#### **2.14 Distance Education or Executive Degree Programs.**

**If the school offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these programs must a) be consistent with the mission of the school and within the school's established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the school and university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the school offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication and student services. The school must have an ongoing program to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. The school must have processes in place through which it establishes that the student who registers in a distance education or correspondence education course or degree is the same student who participates in and completes the course and degree and receives academic credit.**

This criterion is not applicable.

### **3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.**

#### **3.1 Research.**

**The school shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.**

This criterion is met with commentary. The self-study documents relevant and important research in a wide range of areas and with diverse partnerships. According to the self-study, the college recorded \$12,118,481 in grants and contracts in 2011-2012. This represents an increase from \$9,504,479 in 2007/2008—a 27% increase. The college has appropriately included research goals in both its most recently completed strategic plan and its 2013-2018 plan. The college also collected suggestions, both

internally and externally, on steps it could take to improve research productivity. These steps have been appropriately taken.

The position of Associate Dean for Research (ADR) and the Office of Research were created in 2002. A new ADR was appointed, new funds made available to the office, and a new staff member hired, all in 2012. Faculty spoke very positively about the support provided by the ADR and the new staff.

In addition to a range of faculty-specific research projects, the college hosts seven centers and focused labs.

The college provides a number of mechanisms to support grant seeking, including Office of Research, the business office in the college and the Office of Sponsored Programs in the university.

There are a number of mechanisms to support “start-up” research, including dean’s mini-grants and grants from the Canyon Ranch Center for Prevention and Health Promotion or the university’s vice president for research. There is also a monthly seminar, for junior faculty, that presents topics of interest on both research and educational topics.

The junior faculty speak highly of the level of support that they receive from the research office and from personal mentors, in helping them launch their research careers. Junior faculty are generally hired with an expectation that they cover 50% of their salary by their third or fourth year of employment and are given lowered teaching loads in their start-up period. A normal teaching load would rise to one course per semester plus advising requirements.

There are well documented university-wide policies and procedures for research, include IRB, use of animals in research and other expected resources.

The self-study presents data for the five research-oriented objectives. Data presented documents that the college has achieved each goal in at least two of the last three years. While the last two years has seen a slight decrease in the number of proposals both submitted and funded, there appears to be more than adequate research activity to support the college mission.

The college has specific objectives related to the involvement of students in funded research. Currently 65% of funded research projects include students, as do 35% of presentations and 32% of publications. Several recent programs support student involvement in research. Total support for student involvement in research (excluding GA support) has risen from about \$98,000 in 2009-2010 to about \$157,000 in 2011-2012.

The college has outlined a comprehensive strategic plan for enhancing research between 2013 and 2018, which includes 12 objectives and 53 specific strategies to grow, focus and improve the research option.

The commentary relates to the relatively low rate of indirect costs that are returned to the college. These resources are critical for continued growth of the college research capability. The college identifies, as a “challenge” the “low indirect recovery from the university along with increasing requirements for compliance activities.” Since 2008, the division of indirect dollars has been 75-25 between the university and each college.

### **3.2 Service.**

**The school shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.**

This criterion is met. The college’s commitment to service is reflected in the mission and in the organizational structure of the college. The college’s ecological approach places a high value on service to the community and on research and practice that is conducted in a service context. The self-study defines service as “an activity or project done at the request of, or for the benefit of, a community or organization outside of the college including service based projects, service as a component of research, service through professional organizations, workforce development and continuing education.” The principal home for bringing together the many different facets of community engagement, practice and service is the Office of the Associate Dean for Community Programs and the Community Engagement, Practice and Service Committee (CEPAS). The CEPAS serves as the central point for guiding and coordinating policies, practices and procedures in the broad arena of service. This committee is comprised of faculty, academic professionals, staff and students from all three of the college divisions. The full committee meets quarterly with task forces for follow up actions in between the quarterly meetings.

In 2006 CEPAS identified a series of objectives designed to measure the success of service efforts. The Annual Performance Review (APR) for faculty performance was developed and is largely the source of data needed to monitor the overall mission of the college. Data are collected and reported annually. Monitoring of CEPAS objectives is accomplished through the APR. The college has identified four major priority focus areas for its community engagement which includes health disparities, strengthening collaboration, healthy Arizona priorities, and public health preparedness. Service activities are accomplished through the seven centers that provide the foundation for the service activities. Some of the centers have advisory boards and others have a number of partners who meet regularly to discuss work and provide information that is relevant to the effectiveness of existing programs and the gaps and new directions to be pursued.

The college also utilizes guest lecturers from the community in many of its courses. This includes county health department directors, local politicians, state legislators, congressional representatives, non-governmental groups, community development, community mobilizers, community health center directors and community health workers. These interactions with the faculty and students provide opportunity for dialogue with communities to discuss the relevance of curricula and evaluation of the effectiveness in meeting community needs and concerns. In some cases, these contacts have led opportunities for internships, which also provide a source of service for the communities.

All faculty members are expected to contribute to the service mission of the college. Guidelines for service as it relates to promotion and tenure were modified in 2003 to expand the definition of scholarship, teaching and service to be inclusive of community engagement in all three areas. Over the following years, CEPAS has provided documentation and orientation to all faculty members to assist in developing portfolios that highlight community engagement and community engaged scholarship. Service is one component that is considered for promotion and tenure. Faculty report that about 20% is dedicated to service activities and about 40% is allocated to instruction and research. Site visitors reviewed three APRs and the service allocation ranged from 10-15%.

A list of service activities is provided in the self-study for the past three years. This list is organized by faculty member and documents the type of activity or project, and a description or organization of the service provided. Data about faculty involvement in service activities is collected through the APR for the faculty. Data on student involvement in service is collected through the exit survey. It was noted during the site visit that there are a number of service activities in the community that go un-monitored or counted toward the college's efforts to provide service outside of the college.

During the site visit, community stakeholders reported that the college has a strong, trusting relationship with different communities. The connections that students, faculty and staff make with community stakeholders are appreciated by community stakeholders. One community member described a lasting relationship in which a faculty member worked hand in hand with local people to look at their health conditions, collect useful information and helped form public health action. It was described as a mentoring and collaborative relationship. Community members recognize that students are working in communities to fulfill requirements for the program and to learn about public health in communities and at the same time are appreciative of the contributions students are able to make in the community and the efforts to improve the populations' health. They were particularly impressed with the students' humility, cultural sensitivity and eagerness to know and contribute to the community.

Students and faculty commented with pride about the service learning courses that are offered. Students actively and intensely engage with a community organization on a specific topic such as program



evaluation. The student focuses their attention on specific projects during the course and works with the community member to accomplish a task. The intensity of the endeavor delivers useful products for the community organization almost instantly and provides the student with a deep understanding of the technical side of the effort. Community members discussed how important these efforts were and that they are timely and focused differently than internships.

Four objectives measure the percent time faculty and academic professionals are involved in community outreach in each of the four targeted categories. Data displayed in the self-study report that over the past three years greater than 70% of the faculty and academic professionals were involved in community outreach, practices and service activities (72% in 2009; 71% in 2010 and 76% in 2011); 65% of the internships focused on decreasing health disparities, 22% focused on public health preparedness, 55% focused on building and strengthening collaborations and all of them were related to at least one Healthy Arizona goal.

The self-study also notes that there are five student organizations on campus such as the Social Justice Conference and the Diversity Conference that provide opportunity for volunteering, public service work and camaraderie. These activities engage students in service activities outside the college.

Service, workforce development, and continuing education activities are related and are coordinated through the eight centers of the college. This organization of the centers help focus and structure activities and at the same time make it challenging to describe each area of service, workforce development and continuing education as distinct activities and thus difficult to monitor and report progress in these areas. The APR and the student exit survey appear to be the only source data collection methods. Clear definitions for these community engagements and a more rigorous method of data collection could be helpful in capturing the full range of service activities in communities.

### **3.3 Workforce Development.**

**The school shall engage in activities other than its offering of degree programs that support the professional development of the public health workforce.**

This criterion is met. The college has undertaken several activities to support workforce development that include continuing education, professional development and training, leadership development, competency-based curriculum development, and organizational capacity-building and technical assistance. The college's workforce development efforts are aligned with its mission to promote the health of communities in the Southwest and globally. The efforts emphasize achieving health equity through excellence in education, research and service by strengthening the infrastructure of frontline public health. Efforts also build core competencies, create and sustain partnerships with state, county and tribal public health services and community-based organizations to assess and address the needs of the

workforce and provide education and training opportunities to the wider body of health care professionals. To this end, the college has developed several continuing education and workforce development programs, including the Arizona Public Health Training Center, Leaders Across Borders, the Mountain West Preparedness and Emergency Response Learning Center (formerly the Arizona Public Health Preparedness Center), the Western Mining Safety and Health Training Resource Center, and the Arizona's Smoker's Helpline (ASHLine).

During the site visit faculty, staff, students, alumni and community partners discussed their involvement and benefits from the workforce and continuing education efforts. Community stakeholders discussed the ability of the college to bring training locally to their organization which facilitates their ability to participate and include additional staff and minimize costs. Industry members were very complimentary about the college's efforts to provide not only consultation but to provide briefings and trainings for the employees on safety procedures and health information.

The self-study report discusses assessment around the established programs and centers such as the Arizona Public Health Training Center which uses an assessment tool designed around the Linkages between Academic and Practice Core Competencies. The Arizona Prevention Research Center assesses the needs of the community partner organizations through quarterly meetings of its Community Action Board. The ASHLine uses an evaluation and quality improvement team that gathers information to improve community engagement and quality services. Other programs use training and technical support, formal training needs assessment, evaluation and quality improvement methods to tailor programs. Some faculty and staff commented about their connections with the community and partner organizations, which allow needs assessment or gap analysis to be an ongoing activity. A few programs, such as The Skin Cancer Institute do not have a formal assessment method.

Discussions with staff and faculty indicated that a more concentrated effort in the area of needs assessment could benefit the overall workforce development effort.

The list of continuing education programs provided in the self-study names eight programs that have provided training to 8,754 participants through trainings, webinars and online courses. Community stakeholders praised the college for its longstanding efforts to provide training and development opportunities to groups in the community.

The self-study lists five graduate certificate programs: public health; Arizona Clinical and Translational Research; MCH epidemiology; global health and development; and health administration. The graduate certificate in public health is an on-line program covering the five core courses that are required of all MPH graduates. This program has awarded 115 certificates between 2009-10 and 2012-13. The

certificate in MCH epidemiology program is also delivered online and requires one year to complete 15 credit hours. The graduate certificate in global health and development has awarded 41, certificates between 2011-2012 and 2012-2013. The graduate certificate in health administration is new as of 2012 and requires 15 credit hours. To date there have been four certificates awarded.

Discussions with community members and alumni indicated that they appreciate the ability to take the basic public health courses in a certificate program. The self-study noted that about 50% of those who completed a certificate later applied and matriculated into the full MPH degree program.

The self-study notes that reporting on workforce development and continuing education activities are the responsibility of the CEPAS and meets quarterly to discuss developments and new directions. Additional workforce development strategies are developed and supported through the Public Health Training Center.

The self-study lists academic and practice partners for continuing education, noting that there are twelve national and regional, three international, 14 state-level and twenty-two Arizona-wide partnerships and relationships. Some of these organizations are supported with written agreements and others are long-standing partnerships without formal agreements in place.

#### **4.0 FACULTY, STAFF AND STUDENTS.**

##### **4.1 Faculty Qualifications.**

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

This criterion is met. The full-time faculty, together with adjunct, part-time and secondary faculty, have training and expertise in diverse disciplines and are qualified to support the college's academic and professional programs and its research and service activities.

The self-study documents 67 tenured, tenure-track and contract full-time faculty primarily responsible for supporting the degree programs. All but two have a terminal degree. There are also a wide range of supportive secondary faculty. Primary faculty are identified as tenured and tenure-track, as well as lecturers and academic professionals. According to the bylaws, all are considered members of the faculty of the college. The associate dean reports that all, including lecturers with very small time commitments to the college, are invited to attend departmental meetings and other college activities.

Of the primary faculty listed in the self-study, there are 22 full professors, 12 associate professors, 24 assistant professors and nine lecturers or senior lecturers. The number of faculty per department ranges from seven to 16.

The college integrates the perspectives from the field by having very active faculty engagement in communities. This includes community-based research, cooperative educational programs and faculty involvement in community-based boards and service activities. The community representatives spoke very strongly about the close and trusting relationship that the faculty and the college have with a wide range of community organizations. Local employers spoke to the important role that student internships have played in building bonds between the college and the community.

The faculty appears to have a genuine commitment to community service and was recognized by the community and alumni as being accessible, collegial and cooperative.

#### **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.**

This criterion is met. The college has comprehensive by-laws and appropriate procedures to recruit, promote, tenure and develop faculty. The college provides each new faculty member with a copy of the faculty handbook, which outlines the college organizational structure, academic programs and an introduction to university policies and procedures.

New faculty report that they are given very clear guidance on their roles and expectations. Each junior faculty member identifies a mentor who provides advice and direction regarding promotion and tenure activities in specific, and career development, in general. With their mentor, regular performance review conducted by the division chair and periodic meetings with the associate deans, junior faculty are guided throughout the process of moving towards promotion and tenure. There are clear expectations of new faculty as relates to teaching, research productivity, student advising, and service.

There are a variety of professional development activities, including training programs and seminars, both at the university and at the college, related to both teaching and research that are available to all faculty. Non-tenured faculty attend a monthly luncheon meeting where they discuss both research and teaching issues.

Faculty are evaluated annually through an APR. The APR includes a wide range of documents that are available for review by the division director and by a Peer Review Committee. The APR includes peer input and review by the division. Several faculty spoke of this review as an essential part of developing a

trajectory for career success. Each division has its own Peer Review Committee, but all share a single set of promotion and tenure guidelines for the college. The guidelines for promotion and tenure include a mandatory third year review. Each year, 20% of the tenured faculty are selected for an in-depth discussion of their APR. If deficiencies are noted, a Faculty Development Plan or Performance Improvement Plan is implemented.

The college participates in a university-wide process for a standardized Teaching/Course Evaluation (TCE). This is completed on-paper for on-site courses and on-line for distance-based courses. The college also provides an optional opportunity for anonymous mid-term feedback to faculty. This on-line mechanism invites student comments on how the course could be improved. This feedback is shared only with the faculty member and does not become a part of the peer review process.

#### **4.3 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.**

This criterion is met. The self-study appendix of data and examples of materials and lists of places visited supports the college's assertion that it recruits applicants who demonstrate the qualifications to be successful in public health coursework, as well as interest in and commitment to making a difference in the field of public health.

Recruitment at the undergraduate level focuses on recruiting a diverse group of students who show promise as future health professionals, either in public health or in another health profession. Many recruitment and outreach efforts focus on increasing knowledge about public health and are designed for high school students considering a health profession, as well as undergraduate students considering the public health major or minor. Undergraduate outreach events include high school tabling and presentations; UA Up-Close; Meet Your Major fairs; new student orientation; and a host of other targeted events, such as a veteran's fair. In addition, one hour information sessions are held by the undergraduate coordinator on a bi-weekly basis.

At the graduate level, the college makes every attempt to recruit, admit, and matriculate a diverse student body. Activities to recruit graduate students and increase yield include a variety of techniques including recruitment through professional conferences and meetings, particularly national (APHA) and state (AzPHA) public health associations, participation in the SOPHAS Virtual Fairs, bi-weekly information sessions in Phoenix and Tucson, Facebook groups and Twitter, individual visits by prospective students and participation in the Returned Peace Corps Volunteer (RPCV) program, to name a few.

The staff of the Office of Student Services and Alumni Affairs (OSSAA) has primary responsibility for recruitment to the different educational programs of the college. All programs use the following approaches:

- Maintenance of a website accessible to potential applicants
- Detailed program information on the CEPH, ASPH, and SOPHAS websites
- Distribution of materials highlighting the nature of programs available
- The development of a Student Ambassador program at both the undergraduate and graduate levels in 2011 to aid the college in recruitment and yield activities

The target number of students admitted to each program is determined by each group or section, in consultation with the division directors, assistant dean for student and alumni affairs and associate dean for academic affairs.

Undergraduate students can switch into the pre-public health major at any time by attending an information session at the college. Students typically apply for the public health major at the end of their sophomore year or during their junior year. Admissions for the public health major occur three times per year: fall, spring and summer. Each application is considered by the undergraduate program director, the undergraduate coordinator, and the assistant dean for student and alumni affairs. If a student is determined to have met the minimum qualifications and is in good academic standing, s/he is admitted to the program.

Applications for all graduate programs are submitted and reviewed through SOPHAS. Applicants are also required to submit a short supplemental application through the Graduate College. Admissions to the graduate programs occur for fall matriculation only, although most programs have a priority and secondary deadline to maximize the number and quality of applications to the program. Admissions for all the college graduate programs occur through the Graduate College. Admissions committees within the college make recommendations to the Graduate College, and the Graduate College confirms that the applicant has a bachelor's degree from a four-year, accredited institution with a 3.0 GPA. Applications for the different programs within the college are handled differently in terms of number of reviewers and in some program areas such as the MS, PhD and DrPH, it is not at all uncommon to have all faculty review the applications.

Recruitment materials are included in the self-study and links to web-based material were provided. Students and alumni discussed the application process and believe that it is fair and impartial and seems to help achieve great diversity of the student body. Quantitative data are provided noting the numbers of applied, accepted, and enrolled for the past three years.

Students, faculty and staff were supportive of recruitment and admissions. It was noted that the college's approach to diversity, inclusion and community engagement were approaches and philosophies that attracted potential students to the program locally, regionally, nationally and from abroad.

#### **4.4 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.**

This criterion is met. The staff of the OSSAA and the college faculty share advising responsibilities throughout the college. The OSSAA, led by the Assistant Dean for Student and Alumni Affairs, is comprised of the following staff members: the recruitment and admissions coordinator; the MPH program coordinator; the doctoral/MS coordinator; the Phoenix program coordinator; the assistant director of undergraduate advising; the undergraduate advisor; and the administrative associate. The recruitment and admissions coordinator, the doctoral coordinator and the Phoenix coordinator are alumni of the MPH program; the undergraduate coordinator holds a master's degree and is pursuing a doctoral degree in higher education; and the administrative associate was recently admitted to the MPH program.

At the undergraduate level, the majority of the academic and internship advising has been provided by a lecturer, who has served as the undergraduate coordinator for the past seven years and whose position title is now assistant director of undergraduate advising.

The college's Education Committee was charged with developing a strategy for strengthening advising within the college. The subcommittee recommended and the college adopted a new model for providing comprehensive advising for its graduate student population that 1) centralized basic advising services (ie, for those issues related to course sequencing, course registration, academic policies, procedures and deadlines and general student life) in the OSSAA, and 2) endorsed faculty advising (now called mentoring) associated with the selection of electives, the planning of coursework for MS and doctoral students, the preparation for and conduct of internship/research projects and career mentoring. This centralized advising system ensures that standardized information is provided in a consistent manner to students throughout their graduate studies in the college.

Faculty and staff who are directly involved with mentoring report that the process and system works well. Students and alumni report satisfaction with the established system and appreciate the amount of time, effort and commitment mentors demonstrate. A number of students noted that it was the interactions with mentors that helped them develop and grow professionally.

All tenured and tenure-eligible faculty are expected to provide advising and mentoring to graduate students. Once students accept the college's offer of admission, mentees are assigned to faculty.

Students may switch mentors at any time by completing a Mentor Change Form, as well as identifying and obtaining consent for the change from a new mentor.

The college continues to build its efforts to provide comprehensive, complementary and coordinated career counseling services. Although career counseling services are available for all students through the OSSAA, the college's undergraduates, who are working towards a bachelor of science in public health, need generalized information and advisement and rely heavily on the services of the UA Career Services Office. The OSSAA supplements the university's career services with career guidance provided by the undergraduate coordinator in advising sessions and through the Public Health Jobs listserv.

The college's graduate students also utilize the university Career Services Office for basic information and programs but turn to the college for specific advising related to public health careers. Résumé workshops, led by the assistant dean for student and alumni affairs, tailored for MPH students and potential job markets have been effective.

The college administration and faculty take the mentoring process seriously and strive to remove any barriers to productive and deep interactions during the mentoring process. It was also noted by alumni that career services such as resume development, cover letter writing and mock interviews for example were critical to their professional development and instrumental in securing jobs after graduation.

Satisfaction with advising and career counseling services is assessed using a mandatory online exit survey administered at the end of the student's curriculum. In addition to rating the various components of advising they receive, graduates are asked to comment on the advising strengths of the college and to provide suggestions for improving advising. The Office of Student Services shows a perceived need for improvement, especially in the area of communicating employment opportunities.

The Student Affairs Committee, which is comprised of student representatives from all degree programs, Office of Student Services staff and the Assistant Dean for Student and Alumni Affairs, is the official college committee charged with hearing student concerns raised from the general student population.

Beyond the college, the UA offers students avenues for dispute resolution as well. Within the UA Office of the Dean of Students, there is a Student Advocacy and Assistance program available to help students who face complex issues and crises. The Office of Institutional Equity serves the university community by focusing on access, opportunity, outreach, community building and conflict resolution. The Graduate College handles official grievances brought by graduate students, and the UA Ombudsman Program provides an informal means of problem resolution should a student have a university-related concern, conflict, or dispute.



For the years 2009 through 2011, eleven complaints were raised. Three issues raised by students related to course concerns; three concerned teaching assistant responsibilities and treatment; two complaints concerned inappropriate behavior by fellow students; two issues were related to the assignment of student space; and one was a discrimination complaint that followed a student's unsuccessful grade appeal.

**Agenda**

**Council on Education for Public Health  
Accreditation Site Visit**

**Mel and Enid Zuckerman College of Public Health**

**University of Arizona**

**February 27 – March 1, 2013**

**Wednesday, February 27, 2013**

- 8:15 am        **Site Visit Team Pick-up from Hotel**  
Lorraine M. Varela
- 8:30 am        **Site Visit Team Arrives on Campus**
- 8:45 am        **Site Visit Team Request for Additional Documents**  
Lorraine M. Varela
- 9:00 am        **Team Resource File Review**
- 9:30 am        **Meeting with Core Leadership Team**  
Iman Hakim  
Douglas Taren  
Jill Guernsey de Zapien  
Chris Tisch  
Linda Tumellie  
Marianne Hadden  
Htay Hla  
Jeff Burgess  
Zhao Chen  
John Ehiri  
Cecilia Rosales  
Lorraine M. Varela
- 10:45 am       **Break**
- 11:00 am       **Lunch with Students**  
Raquel Bravo  
Holly Bryant  
Juliet Charron  
Elizabeth Funsch  
Andrew Gall  
Stephanie Griffin  
Vaira Harik  
Leaton Jones  
Carmella Kahn-Thornbrugh  
Elise Lopez  
Stephanie Marks  
Fidel Okoye  
Mabel Owusu-Ankomo  
Cornel Popescu  
Christine Sardo  
Jonathan Schousest  
Penny Theodoro
- 12:15 pm       **Leave for Main Campus for President's Office**
- 12:30 pm       **Meeting with University President**  
Ann Weaver Hart
- 1:15 pm        **Break**

- 1:30 pm **Meeting with MPH Program Faculty and Academic Masters Program Faculty and Key Staff**  
 Gail Barker  
 Scott Carvajal  
 Leslie Dennis  
 Dan Derksen  
 Judy Goosherst  
 Neil MacKinnon  
 Mary Kay O'Rourke  
 Sydney Pettygrove  
 Denise Roe  
 Cecilia Rosales  
 Douglas Taren  
 Chris Tisch  
 Nicolette Teufel-Shone
- 2:45 pm **Break**
- 3:00 pm **Team Resource File Review**
- 4:00 pm **Meeting with Alumni**  
 Amit Algotar  
 Chase Vanessa Barnes  
 Richard Carmona  
 Marty Cisneroz  
 Shawnell Damon  
 Matt Fornoff  
 Amy Glicker  
 Megan McLawhorn  
 Myra Muramoto  
 Tara Radke  
 Nick Smith  
 Nancy Wexler  
 Lisa Woodson
- 5:00 pm **Adjourn to Dinner**

**Thursday, February 28, 2013**

- 8:00 am **Site Visit Team Pick-up from Hotel**  
 Lorraine M. Varela
- 8:15 am **Meeting with PhD and Undergraduate Faculty and Key Staff**  
 Alan Beaudrie  
 Heidi Brown  
 Robert Canales  
 Zhao Chen  
 Leslie Dennis  
 Joe Gerald  
 Eve Hampton  
 Cheng Cheng Hu  
 Paul Hsu  
 Beth Jacobs  
 Miranda Loh  
 Mary Kay O'Rourke  
 Sheila Parker  
 Kelly Reynolds  
 Denise Roe  
 Stephanie Springer
- 9:15 am **Break**
- 9:30 am **Meeting with Faculty and Staff regarding Research, Service and Workforce Development**  
 Paloma Beamer  
 Lynda Bergsma  
 Jeff Burgess  
 Jill Guernsey de Zapien  
 Lynn Gerald  
 Maia Ingram  
 Beth Jacobs

Neil MacKinnon  
Jean McClelland  
Cecilia Rosales  
Nicolette Teufel-Shone  
Cynthia Thomson  
Maribel Tobar  
Linda Tumellie  
Nicole Yuan

10:30 am **Break**

10:45 am **Meeting with DrPH Faculty and Key Staff**

Dan Derksen  
John Ehiri  
Francisco Garcia  
Joe Gerald  
Lynn Gerald  
Neil MacKinnon  
Velia Leybas Nuno  
Cecilia Rosales  
Ernest Schloss  
Stephanie Springer  
Douglas Taren  
Nicolette Teufel-Shone  
Cynthia Thomson

11:45 am **Break**

12:00 pm **Lunch with Community Stakeholders (preceptors, community advisors and employers of alumni)**

Mae Gilene-Begay  
Louise Bensen  
Sean Clendaniel  
Catalina Denman  
Eileen Eisen-Cohen  
Gail Emrick  
Tim Fox  
Aaron Grigg  
Fred Hubbard  
Will Humble  
Neal Jensen  
Luke Johnson  
Susan Kunz  
Kathleen Malkin  
Joy Mockbee  
Robert Ojeda  
David Rodgers  
Jill Schultz  
Wynona Sinyella  
Emma Torres  
Lorena Verdugo

1:30 pm **Break**

1:45 pm **Meeting with University Executive Vice President and Provost**

Andrew Comrie

2:15 pm **Break and Resource File Review**

3:00 pm **Meeting with Faculty and Key Staff**

Kim Barnes  
Paloma Beamer  
Alan Beaudrie  
Jeff Burgess  
Zhao Chen  
Dan Derksen  
John Ehiri  
Howard Eng  
Francisco Garcia  
Amy Glicken  
Judy Goosherst

Eve Hampton  
Eric Lutz  
Velia Leybas Nuno  
Cecilia Rosales  
Stephanie Springer  
Chris Tisch

4:00 pm        **Break**  
4:15 pm        **Executive Session and Resource File Review**  
5:30 pm        **Adjourn to Dinner**

**Friday, March 1, 2013**

8:15 am        **Site Visit Team Pick-up from Hotel**  
                    Lorraine M. Varela  
8:30 am        **Tour of Drachman Hall**  
9:00 am        **Executive Session and Report Preparation**  
11:00 am       **Working Lunch, Executive Session and Report Preparation**  
12:00 pm       **Exit Interview**