

University of Arizona
Mel and Enid Zuckerman College of Public Health

Self-Study Report

*Prepared for the Council on Education for
Public Health*

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SELF-STUDY REPORT

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LIST OF ACRONYMS

ABOR	Arizona Board of Regents
ACRC	Asthma Clinical Research Center
AHSC	Arizona Health Sciences Center
AP	Academic/Administrative Professional
APR	Annual Performance Review
APROL	Annual Performance Review Online
ASHLine	Arizona's Smokers Helpline
AzaHEC	Arizona Area Health Education Center
AzPHTC	Arizona Public Health Training Center
AzPRC	Arizona Prevention Center
BRL	Biomedical Research Laboratories
CAB	Community Advisory Board
CBPR	Community Based Participatory Action Research
CEP	Community, Environment and Policy
CEPAS	Community, Engagement, Practice and Service
CHW	Community Health Worker
CIE	Committee on Inclusion and Equity
CITI	Collaborative Institutional Training Initiative
CRCPHP	Canyon Ranch Center for Prevention and Health Promotion
CRH	Center for Rural Health
D2L	Desire to Learn
EHS	Environmental Health Sciences
HPS	Health Promotion Sciences
HSHPs	Hispanic Serving Health Professions Schools
IH	Industrial Hygiene
IPEP	Interprofessional Education Practice Program
LUCHA	Learning, Understanding, and Cultivating Health Advocacy
MEZCOPH	Mel and Enid Zuckerman College of Public Health
MRB	Medical Research Building
MWPERLC	Mountain West Preparedness and Emergency Response Learning Center
NIOSH	National Institute of Occupational Safety and Health
OSSAA	Office of Student Services and Alumni Affairs
RAC	Research Advisory Council
RCM	Responsibility Centered Management
SCI	Skin Cancer Institute
SOPHAS	Schools of Public Health Application Service
SRC	Scholarly Review Committee
TCE	Teaching/Course Evaluation
TRIF	Technology Research Initiative Fund
UA	University of Arizona
UAF	University of Arizona Foundation
URM	Under-represented Minority
WCOE	Center of Excellence in Women's Health
WRPG	Western Regional Graduate Programs

INTRODUCTION

The Mel and Enid Zuckerman College of Public Health (MEZCOPH) originated as a program in public health within the Department of Family and Community Medicine at the University of Arizona College of Medicine. The MPH program was initially accredited in 1994 and obtained full accreditation in 1997. The Arizona Prevention Center was approved in 1997 by the Arizona Board of Regents as a Class I Center of Excellence and served as the primary predecessor to MEZCOPH. Faculty members of this center were the original core faculty of MEZCOPH. The Center still remains as an integral part of MEZCOPH and has been renamed the Canyon Ranch Center for Prevention and Health Promotion.

In January 2000, MEZCOPH was officially established by the Arizona Board of Regents and with the financial support from Mel and Enid Zuckerman, founders of Canyon Ranch Health Resorts, a building fund and endowments were created to provide the bricks and mortar for a building and to initiate the process of securing funds that were needed to create a college. In recognition of this support, on July 1, 2002 the College was officially named the Mel and Enid Zuckerman College of Public Health and is referred to as MEZCOPH throughout this document. In 2003, MEZCOPH received its initial CEPH accreditation as a College and in 2005 the College was re-accredited for the maximum amount of seven years.

Since the last accreditation, MEZCOPH has experienced substantial growth. MEZCOPH moved into its permanent home at Drachman Hall that includes offices, meeting rooms and classrooms. MEZCOPH also has more than doubled the number of faculty members, and matriculating graduate students each year. It has established a popular undergraduate program, and has acquired significant state-of-the-art laboratory space. As of fall 2012, student enrollment is – 228 undergraduate, 280 graduate, and 76 doctoral students.

MEZCOPH has adopted an organizational structure with divisions as the primary organizational unit. Within each of the three divisions, there are two academic sections that support the administration of educational programs in the College. This structure remains in place and has also been augmented by the development of several centers, an undergraduate Bachelor of Science program and a college-wide master of public health program that is administered from its Phoenix campus. A more detailed description of the overall organization of the College is provided under Criterion 1.4.

The current self-study provides more details about MEZCOPH as it is reviewed for re-accreditation. This self-study presents the current status of MEZCOPH and demonstrates how it meets the four criteria set by CEPH.

CRITERION 1: THE SCHOOL OF PUBLIC HEALTH

1.1. MISSION

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

Mission

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 & service.

1.1.B. A statement of values that guides the school.

Values Statement

The Mel & Enid Zuckerman College of Public Health acts with respect and integrity to continuously advance health and well-being for all through knowledge, collaboration, empowerment, advocacy and sustainability. Our core values are: Fairness, Trust, Equity, Social Justice, Excellence, Innovation, Commitment, Collegiality, Diversity, Open Communication, Participation, Consensus and Enhancement. We strive 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.

Integration of these values is woven throughout the Self-study Report. We emphasize that although there is a Diversity Section, diversity, like our other values, is a thread throughout the report.

1.1.C. One or more goal statements for each major function through which the school intends to attain its mission, including at a minimum, instruction, research and service.

To fulfill its mission, the Mel and Enid Zuckerman College of Public Health (MEZCOPH) has the following primary goals:

- Instructional Goal 1: To recruit and develop a diverse and robust academic community.
- Instructional Goal 2: To educate individuals for successful public health professional, research, and academic careers.
- Instructional Goal 3: To foster the success of our students.
- Research Goal 1: To conduct and disseminate research with an emphasis on diverse populations and the Southwest.
- Service Goal 1: To advance community engagement, practice and service in public health.
- Organizational Goal 1: To actively maintain a stable, fair and equitable organization that supports the programs, practice and policies of MEZCOPH.

Organizational Goal 2: To continually expand the resources of MEZCOPH.

Organizational Goal 3: To stand as a model of equity and inclusion by creating a scholarly community that understands values and respects all individuals so students, faculty and staff can achieve their full potential as public health leaders.

1.1.D. A set of measurable objectives with quantifiable indicators related to each goal statement as provided in Criterion 1.1.C. In some cases, qualitative indicators may be used as appropriate.

MEZCOPH has measurable objectives for tracking the College’s progress in achieving its mission and primary goals. The primary goals and objectives are found below in **Table 1.1.D.1.**

TABLE 1.1.D.1: MEZCOPH Goals and Objectives

GOAL	OBJECTIVE
Instructional Goal 1 <i>To recruit and develop a diverse and robust academic community.</i>	1.1 Increase the percent of applicants to our graduate degree programs at a rate comparable to annual increase in percent of applicants to SOPHAS pool.
	1.2 33% of applicants, 33% accepted, and 33% matriculated students will be from the Southwest.
	1.3 At the graduate level, ensure that 40% of applicants, accepted, and matriculated students will represent a diversity of racial and ethnic groups, as measured by underrepresented US minorities and international students.
	1.4 Have at least 35% of accepted students matriculate into the graduate programs.
	1.5 Increase the percentage of matriculated students who have an entry GPA of ≥ 3.25 to $>80\%$
	1.6 Annually review Instructional Goal 1 objectives and develop yearly recruitment plan based on past year performance.
Instructional Goal 2 <i>To educate individuals for successful public health professional, research and academic careers.</i>	2.1 Ensure 67% of students participate in experiential/applied learning opportunities beyond internships, theses and dissertations as measured by the number of students who take field-based courses, laboratories, service learning courses, and participate in experiential activities within courses and independent studies prior to graduation.
	2.2 Ensure 67% of all students work with community-based programs prior to graduation.
	2.3 Ensure 33% of MPH students are involved with research teams prior to graduation.
	2.4 Ensure 33% of public health graduate students are involved in public health instruction prior to graduation.
	2.5 Ensure that each academic section reviews their academic programs identifying their strengths and weaknesses and including how they addressed their academic programs’ learning competencies. Reviews will be performed at 3-year intervals.
Instructional Goal 3 <i>Foster the success of our students.</i>	3.1 Graduate 85% of all graduate students within the allowable time to degree, as determined by the UA Graduate College.
	3.2 Ensure 25% of graduate students present at established professional meetings and conferences (not including internship conference) prior to graduation.

GOAL	OBJECTIVE
	<p>3.3 Ensure 33% of students provide extramural service to community organizations prior to graduation.</p> <p>3.4 Ensure 67% of MS and doctoral students are authors or coauthors of peer reviewed papers prior to graduation.</p> <p>3.5 Ensure 33% of MPH students are authors or coauthors of peer reviewed or non-peer reviewed scholarly work prior to graduation.</p> <p>3.6 Provide and maintain opportunities for students to develop leadership skills through membership on internal and external committees, clubs and events.</p> <p>3.7 Provide leadership training for student leaders through courses, short-term workshops, and special leadership development events.</p> <p>3.8 Ensure 67% of graduate students are funded through assistantships, scholarships, and grants prior to graduation.</p> <p>3.9 Ensure 33% of graduate students apply for external funding awards, (meeting support scholarships, scholarships, fellowships, etc.) prior to graduation.</p>
<p>Research Goal 1</p> <p><i>To conduct and disseminate research with an emphasis on diverse populations and the Southwest.</i></p>	<p>1.1 At least 80% of tenured, tenure-eligible, and non-tenure eligible faculty will be principal investigators on at least one grant or contract annually.</p> <p>1.2 At least 50% of grants or contracts focus on health disparities, diverse populations (Hispanics, American Indians, rural under-served), or the Southwest (Arizona, New Mexico, Colorado, and Texas).</p> <p>1.3 Tenured, tenure-eligible, and non-tenure eligible faculty will publish, on average, three peer-reviewed articles per year.</p> <p>1.4 Annually, at least 50% of funded projects will involve one or more student participants.</p> <p>1.5 Annually, at least 30% of publications (articles, books, monographs, presentations) will include one or more student authors.</p>
<p>Service Goal 1</p> <p><i>To advance community engagement, practice and service in public health.</i></p>	<p>1.1 Ensure that no fewer than 50% of faculty and academic professionals are involved in community outreach, practice and service activities that focus on four categories: eliminating health disparities, building and strengthening collaborations, targeting Arizona Healthy People 2010 goals and Public Health Preparedness.</p> <p>1.2 Ensure that no fewer than 75% of the MPH student internships are community-based and focused on community outreach, practice and service activities that emphasize eliminating health disparities, building and strengthening collaborations, targeting AZ Healthy People 2010 goals & Public Health Preparedness.</p> <p>1.3 Ensure that no fewer than 35% of faculty and academic professionals are involved in the delivery of workforce development/continuing education activities to diverse audiences.</p>
<p>Organizational Goal 1</p> <p><i>To actively maintain a stable, fair and equitable organization that supports the programs, practice, and policies of MEZCOPH.</i></p>	<p>1.1 Shared governance is carried out in accordance with MEZCOPH bylaws through the establishment of the following standing committees: Faculty Assembly, AP Forum, Staff Advisory Council, and Committee on Inclusion and Equity.</p> <p>1.2 Ensure that students, faculty, appointed/ administrative personnel and staff are members of standing MEZCOPH committees as designated in College bylaws.</p>

GOAL	OBJECTIVE
Organizational Goal 2 <i>To continually expand the resources of MEZCOPH.</i>	2.1 Increase the number of donors by 15% each year.
	2.2 Increase state funding by a minimum of three million dollars above year 2005 funding.
	2.3 College expenditure per student will be at least fifteen thousand dollars.
	2.4 Increase research and teaching space square footage by 50% above year 2005 base (See Table 1.7.1.1).
Organizational Goal 3 <i>To stand as a model of equity and inclusion by creating a scholarly community that understands values and respects all individuals so students, faculty, and staff can achieve their full potential as public health leaders.</i>	3.1 All faculty searches will have documented evidence of efforts to obtain a diverse pool of applicants.
	3.2 Annually review and monitor diversity of MEZCOPH faculty, appointed and/or administrative personnel and staff.

1.1.E. Description of the manner through the mission, values, goals and objectives were developed, including a description of how various specific stakeholder groups were involved in their development.

MEZCOPH has a clearly stated mission, values statement, and explicit goals and objectives. The college’s mission and goals and objectives were initially developed by the MEZCOPH Executive Council, reviewed and approved by the faculty, and implemented in November 2001, and later revised and voted on at a 2004 College Retreat. The current mission and goals and objectives 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 MEZCOPH for discussion, feedback and approval.

1.1.F. Description of how the mission, values, goals and objectives are made available to the school’s constituent groups, including the general public, and how they are routinely reviewed and revised to ensure relevance.

The mission, values, goals and objectives are available to the University community, the College’s constituents, and to the public, via the College’s website, which can be found at <http://www.publichealth.arizona.edu/> . Additionally, they are made available to the public by highlighting them in the college’s promotional and recruitment publications and in presentations made by administrative members of the college. Evaluation is a formal, ongoing activity at the College. The College’s ongoing evaluation plan ensures that goals and objectives are continuously monitored and revised as needed. This ongoing system provides a mechanism

for evaluating performance towards achieving current goals and objectives, while at the same time allowing opportunities for exploring improvements and making necessary revisions of the goals and objectives. In addition, the College's strategic planning process provides further review and evaluation by the entire college on a semi-annual basis.

1.1.G. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

STRENGTHS: MEZCOPH has a clearly stated mission, values statement, and explicit goals and objectives. MEZCOPH regularly monitors and examines its goals and objectives on a semi-annual basis during college-wide meetings. The results of these reviews are assessed by members of the college and appropriate committees to determine what changes need to be made to meet them or to change them. MEZCOPH promotes public health values and community engagement and all the information is available to the University community, the College's constituents, and to the public.

With the continuous development of new research, educational, and outreach programs MEZCOPH makes constant efforts to communicate the College's strategic plan and measurable goals to the University and across the different Arizona Communities

CHALLENGES: None

PLANS: Continue to review mission, values statement and goals and objectives every two years, and ensure that they remain visible in all relevant college materials, including the website. Dr. Ann Weaver Hart, the UA President, has requested that a final strategic plan through 2020 be provided to her by the end of the spring 2013 semester. The plan will provide long-term goals for the college. MEZCOPH will use this plan to review, enhance and modify as needed the metrics that are used for its quality improvement process. Accordingly, MEZCOPH will create new mechanisms that are needed to collect the data that are identified for any new metrics that become part of its quality improvement process.

1.2. EVALUATION

1.2.A. Description of the evaluation processes used to monitor progress against objectives defined in Criterion 1.1.d, including identification of the data systems and responsible parties associated with each objective and with the evaluation process as a whole.

The MEZCOPH ongoing evaluation plan ensures that objectives are continuously monitored and revised. This ongoing system provides a mechanism for evaluating performance towards achieving current objectives, while simultaneously allowing opportunities for exploring improvements to and making appropriate revisions of the objectives.

The MEZCOPH Evaluation Committee was established in fall of 2002 for the purpose of developing a college wide evaluation plan and to write the Evaluation and Planning section of the original self-study. The roles of this committee are: 1) Coordinate MEZCOPH evaluation activities, 2) Provide formal feedback to committees generating the goals and objectives to ensure that these goals and objectives provide valuable information, are measurable, and map to the College's mission and strategic plan, 3) Ensure that data are utilized to inform decision making and planning processes, 4) Encourage College-wide involvement in evaluation activities, 5) Ensure that all information required for evaluation, planning and reporting is collected systematically, 6) Streamline MEZCOPH reporting activities where possible, and 7) Ensure that appropriate and efficient data collections systems are in place throughout the College.

At the core of the MEZCOPH evaluation plan are the college's objectives, expected outcomes mapped to the objectives, and strategies to measure the achievement of the expected outcomes. MEZCOPH objectives and expected outcomes, listed with relevant measurement strategies, are found in Criterion 1.1.D.

In 2010, the Dean placed the MEZCOPH Evaluation Committee under the supervision of the Office of the Associate Dean for Research. Currently, the Associate Dean for Research serves as Chair of this committee. Members of the committee include the Director of the Office of Information Technology, the Associate and Assistant Deans, representatives for research, teaching and service, and a representative from the Dean's Office, the Equity and Inclusion Committee, Appointed Professionals, staff and students. Evaluation reports are provided to various community and alumni groups (e.g. Community Advisory Board) to obtain feedback.

Sources of data available to evaluate the college's goals and objectives include:

- Annual Performance Reviews completed by all MEZCOPH appointed personnel, which detail instructional, research and service activities of appointed personnel.
- Records related to all funding sources, financial and hiring activities - tracked and managed by the Office of Financial Affairs and Facilities Management.
- Records on student recruitment and admissions, progress toward degrees, internships, advising, exit surveys, and alumni activities tracked and managed by the Office of Student Services and Alumni Affairs.

- Annual Service Activities data provided by staff.
- Course evaluations and learning assessments.
- College committee meeting minutes.

Central to having an effective college evaluation process are data collection and data administrators. Data resulting from MEZCOPH measurement strategies listed above are continually collected through a variety of methods throughout the year. MEZCOPH administrators are assigned areas of data reporting responsibility. The responsible administrator and relevant committee (if applicable) record and analyze the data for each outcome to:

- Determine whether the desired outcome was met or if performance gaps exist.
- Identify mitigating factors that may have affected performance.
- Determine strategies for improving performance.
- Suggest changes or additions to objectives.

The data are then submitted to the Evaluation Committee who reviews the data performance and the committee's or administrator's data assessment. The Evaluation Committee provides an objective review of the information presented, and discusses whether:

- The data presented are complete and performance is accurately analyzed and represented.
- Strategies to close gaps are reasonable and achievable.
- Data collection problems exist.
- Changes should be made to the desired outcome of the objective.

The Evaluation Committee drafts a short report summarizing its findings, makes recommendations and sends it to the responsible administrator and relevant committee, with a copy to the MEZCOPH Dean's Council. The responsible administrator then presents the data and findings to the Dean's Council in person. This system ensures that multiple levels of analysis occur before changes to process or objectives are proposed or made.

In an oversight and directive role, the Dean's Council considers all information presented, including the data and Evaluation Committee recommendations. The Dean's Council endorses or amends the Evaluation Committee's recommendations and directs the responsible administrator and or committee to make necessary changes in data collection activities or desired outcomes/performance targets. These data inform the college's strategic planning process.

The most recent MEZCOPH strategic planning process began in November 2011 in response to volatile economic conditions, growth of educational programs exceeding projections, and the need to prioritize decisions with limited resources (**Appendix 1.2.A.1.**). For further documentation see **Resource File 1.2.A.1.** The strategic planning process was facilitated by Dr. Ralph Renger and Dr. Ernie Schloss, experts in the field of evaluation and strategic planning. The goals were to: 1) Develop a strategic plan in which objectives, strategies, and performance measures were aligned; 2) Evaluate the usability of past MEZCOPH objectives; 3) Ensure that

the strategic plan is aligned with the broader University of Arizona strategic plan (**Appendix 1.2.A.2**), and 4) Include input from all stakeholders defined as students, classified staff, appointed personnel, faculty and administration. MEZCOPH will use this plan to review, enhance and modify as needed the metrics that are used for its quality improvement process.

1.2.B. Description of how the results of the evaluation processes described in Criterion 1.2.a. are monitored, analyzed, communicated and regularly used by managers responsible for enhancing the quality of programs and activities.

The following MEZCOPH standing committees are responsible for oversight of their corresponding goals and objectives. This includes creating goals and measurable objectives, ensuring the data needed to measure these goals are available and accurate, and reviewing the data on a yearly basis:

- Organizational Goals = Dean's Council
- Instructional Goals = Education Committee
- Research Goals = Research Advisory Committee
- Service Goals = Community Engaged Practice and Service Committee
- Diversity Goals = Committee on Inclusion and Equity

Data on these goals and objectives are presented at semi-annual College wide meetings. In May of each year, progress and data regarding the Research and Service goals and objectives are presented and in December progress and data regarding the Organizational and Instructional goals are presented. The evaluation committee meets twice a year, after each of these presentations, to examine the data for each of the goals and objectives, determine progress, and provide feedback to the committees. Every five years goals and objectives are examined to determine if they are still appropriate or if new goals and objectives are needed. The Evaluation Committee works with the Dean's Council, Education Committee, Research Advisory Committee, the Community Engaged Practice and Service Committee, and the Committee on Inclusion and Equity to revise goals if needed. All revisions must be voted on by the College prior to final approval and implementation of measurement activities.

The MEZCOPH Evaluation Committee is responsible for oversight of the evaluation processes and ensuring that data are utilized to inform decision making and planning processes. The committees listed above review the materials and decide the changes that need to be made after reviewing the data. The Associate Deans are largely responsible for the successful accomplishment of the goals and for using the feedback to enhance the quality of programs and activities. Each Associate Dean has an advisory council to assist in this oversight and implementation and the Dean's Council oversees the organizational goals.

1.2.C. Data regarding the school's performance on each measurable objective described in Criterion 1.1.d. must be provided for each of the last three years.

To the extent that these data duplicate those required under other criteria (e.g. 1.6-1.8, 2.7, 3.1-3.3, 4.1, 4.3) the school should parenthetically identify the criteria where the data also appear. Please see **Table 1.2.C.1** for data on each measurable objective.

TABLE 1.2.C.1: Measurable Objective Data

Goal	Objective	2009	2010	2011	Result ¹ 1= MEZCOPH's assessment of meeting its objectives.	Criterion ² 2=Criteria that provides additional information about the process and/or data related to the objectives.
Instructional Goal 1 <i>To recruit and develop a diverse and robust academic community.</i>	1.1 Increase the percent of applicants to our graduate degree programs at a rate comparable to annual increase in percent of applicants to SOPHAS pool.	SOPHAS 17% MEZCOPH 13%	SOPHAS 18% MEZCOPH 39%	SOPHAS 2% MEZCOPH 10%	MET	4.3A
	1.2 33% of applicants, 33% accepted, and 33% matriculated students will be from the Southwest.	32%/30%/63%	35%/38%/74%	28%/35%/65%	MET	4.3.D
	1.3 At the graduate level, ensure that 40% of applicants, accepted, and matriculated students will represent a diversity of racial and ethnic groups, as measured by underrepresented US minorities and international students.	42%/39%/43%	54%/45%/41%	54%/45%/45%	MET	1.8
	1.4 Have at least 35% of accepted students matriculate into the graduate programs.	31%	38%	39%	MET	4.3.D
	1.5 Increase the percentage of matriculated students who have an entry GPA of ≥ 3.25 to $>80\%$	67%	88%	84%	MET	4.3.F
	1.6 <u>Annually</u> review Instructional Goal 1 objectives and develop yearly recruitment plan based on past year performance.	MET	MET	MET	MET	1.2.A & 1.5
Instructional Goal 2 <i>To educate individuals for successful public health professional research and academic careers.</i>	2.1 Ensure 67% of students participate in experiential/applied learning opportunities beyond internships, theses and dissertations as measured by the number of students who take field-based courses, laboratories, service learning courses, and participate in experiential activities within courses and independent studies prior to graduation.	76%	68%	81%	MET	3.2.E
	2.2 Ensure 67% of all students work with community-based programs prior to graduation.	90%	78%	74%	MET	3.2.D

Goal	Objective	2009	2010	2011	Result ¹ 1= MEZCOPH's assessment of meeting its objectives.	Criterion ² 2=Criteria that provides additional information about the process and/or data related to the objectives.
	2.3 Ensure 33% of MPH students are involved with research teams prior to graduation.	31%	34%	37%	MET	3.1.E
	2.4 Ensure 33% of public health graduate students are involved in public health instruction prior to graduation.	36%	33%	45%	MET	2.12
	2.5 Ensure that each academic section reviews their academic programs identifying their strengths and weaknesses and including how they addressed their academic programs' learning competencies. <u>Reviews will be performed at 3 year intervals.</u>	MET	MET	MET	MET	2.1.A; 2.3.A; 2.6; 2.7
Instructional Goal 3 <i>Foster the success of our students.</i>	3.1 Graduate 85% of all graduate students within the allowable time to degree, as determined by the UA Graduate College.	85%	86%	87%	MET	2.7.B
	3.2 Ensure 25% of graduate students present at established professional meetings and conferences (not including internship conference) prior to graduation.	46%	21%	39%	MET	3.1.E
	3.3 Ensure 33% of students provide extramural service to community organizations prior to graduation.	32%	30%	34%	MET	3.2.D; 3.2.E
	3.4 Ensure 67% of MS and doctoral students are authors or coauthors of peer reviewed papers prior to graduation.	100%	100%	100%	MET	3.1.D; 3.1.E
	3.5 Ensure 33% of MPH students are authors or coauthors of peer reviewed or non-peer reviewed scholarly work prior to graduation.	46%	42%	45%	MET	3.1.D; 3.1.E

Goal	Objective	2009	2010	2011	Result ¹ 1= MEZCOPH's assessment of meeting its objectives.	Criterion ² 2=Criteria that provides additional information about the process and/or data related to the objectives.
	<p>3.6 Provide and maintain opportunities for students to develop leadership skills through membership on internal and external committees, clubs and events. (Students are members on appropriate MEZCOPH committees and take leadership positions in student organizations and are given responsibility and authority to lead several college-wide events each year.)</p>	MET	MET	MET	MET	3.2.E
	<p>3.7 Provide leadership training for student leaders through courses, short-term workshops, and special leadership development events.</p>	MET	MET	MET	MET	1.5.E; 3.2.E; 4.4.B
	<p>3.8 Ensure 67% of graduate students are funded through assistantships, scholarships, and grants prior to graduation.</p>	76%	76%	86%	MET	2.12.B; 3.1.E
	<p>3.9 Ensure 33% of graduate students apply for external funding awards, (meeting support scholarships, scholarships, fellowships, etc.) prior to graduation.</p>	52%	52%	46%	MET	3.1.C; 3.1.E
<p>Research Goal 1 <i>To conduct and disseminate research with an emphasis on diverse populations and the Southwest.</i></p>	<p>1.1 At least 80% of tenured, tenure-eligible, and non-tenure eligible faculty will be principal investigators on at least one grant or contract annually.</p>	82%	78%	80%	MET	3.1.D
	<p>1.2 At least 50% of grants or contracts focus on health disparities, diverse populations (Hispanics, American Indians, rural under-served), or the Southwest (Arizona, New Mexico, Colorado, and Texas).</p>	56%	67%	56%	MET	1.6.A; 3.1.D; 3.2
	<p>1.3 Tenured, tenure-eligible, and non-tenure eligible faculty will publish, on average, three peer-reviewed articles per year.</p>	3.05	3.54	3.46	MET	3.1.D
	<p>1.4 Annually, at least 50% of funded projects will involve one or more student participants.</p>	65%	62%	65%	MET	3.1.E

Goal	Objective	2009	2010	2011	Result ¹ 1= MEZCOPH's assessment of meeting its objectives.	Criterion ² 2=Criteria that provides additional information about the process and/or data related to the objectives.
	1.5 Annually, at least 30% of publications (articles, books, monographs, presentations) will include one or more student authors.	30%	25%	32%	MET	3.1.E
Service Goal 1 <i>To advance community engagement, practice and service in public health.</i>	1.1 Ensure that no fewer than 50% of faculty and academic professionals are involved in community outreach, practice and service activities that focus on four categories: eliminating health disparities, building and strengthening collaborations, targeting Arizona Healthy People 2010 goals and Public Health Preparedness.	72%	71%	76%	MET	3.2.D
	1.2 Ensure that no fewer than 75% of the MPH student internships are community-based and focused on community outreach, practice and service activities that emphasize eliminating health disparities, building and strengthening collaborations, targeting AZ Healthy People 2010 goals & Public Health Preparedness.	93%	95%	97%	MET	3.2.D
	1.3 Ensure that no fewer than 35% of faculty and academic professionals are involved in the delivery of workforce development/continuing education activities to diverse audiences.	42%	42%	37%	MET	3.2.D
Organizational Goal 1 <i>To actively maintain a stable, fair and equitable organization that supports the programs, practice, and policies of MEZCOPH.</i>	1.1 Shared governance is carried out in accordance with MEZCOPH bylaws through the establishment of the following standing committees: Faculty Assembly, AP Forum, Staff Advisory Council, and Committee on Inclusion and Equity.	MET	MET	MET	MET	1.1.E; 1.2.A; 1.2.B; 1.2.D; 1.3.C; 1.5
	1.2 Ensure that students, faculty, appointed/ administrative personnel and staff are members of standing MEZCOPH committees as designated in College bylaws.	MET	MET	MET	MET	1.5

Goal	Objective	2009	2010	2011	Result ¹ 1= MEZCOPH's assessment of meeting its objectives.	Criterion ² 2=Criteria that provides additional information about the process and/or data related to the objectives.
Organizational Goal 2 <i>To continually expand the resources of MEZCOPH.</i>	2.1 Increase the number of donors by 15% each year.	259	280	310	MET with Commentary	1.6.D
	2.2 Increase state funding by a minimum of three million dollars above year 2005 funding.	1.3M	Not Pursued	Not Pursued	MET with Commentary	1.6.A; 1.6.B
	2.3 College expenditure per student will be at least fifteen thousand dollars.	\$27,158	\$21,736	\$15,571	MET	1.6.D
	2.4 Increase research and teaching space square footage by 50% above year 2005 base (See Table 1.7.1.1).	MET	MET	MET	MET	1.7.D; 1.7.E; 1.7.I
Organizational Goal 3 <i>To stand as a model of equity and inclusion...</i>	3.1 All faculty searches will have documented evidence of efforts to obtain a diverse pool of applicants.	MET	MET	MET	MET	1.8
	3.2 Annually review and monitor diversity of MEZCOPH faculty, appointed and/or administrative personnel and staff.	MET	MET	MET	MET	1.8

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

The self-study report, appendices and resource file were developed with significant input across the college. A college-wide workgroup led the self-study effort that included the following MEZCOPH faculty and staff: Associate Dean for Academic Affairs, the Assistant Dean for Student and Alumni Affairs, Assistant Dean for Financial Affairs and Physical Resources, The Director for the Office of Information Technology, the Special Assistant to the Dean, representation from the college-wide committees: Associate Dean for Community Programs – Community Engagement, Practice and Outreach (CEPAS); Associate Dean for Research – Research Advisory Committee(RAC), Faculty Member and Chair – Committee on Inclusion & Equity (CIE), as these are the groups within the college that work most closely with our college’s community including students and community members. This group was responsible for gathering input from all of the college’s constituents and for writing the document. As the document was being written, the committee solicited input at various college meetings including the faculty assembly, division meetings, section meetings, and committee meetings. As sections of the document were written, they were provided to appropriate committees that included, staff, students and community members.

This extensive outreach for information, assessment and writing culminated in the development of a preliminary self-study. The final editing of the preliminary self-study was done by the college-wide self-study workgroup. After further review and refinement from the outside reviewers, the preliminary self-study was sent out once again to the college’s faculty, students, alumni, staff and community partners who are from non-profit organizations, local, tribal and state health offices, and members of the Arizona Health Education Centers. Specifically, the self-study was reviewed by the university administration including the President, Senior Vice President for Health Affairs, and the Provost. In addition, the various community advisory boards of MEZCOPH were provided copies of the document for their review and comments. A copy of the self-study also was sent to the state and county health departments, including Will Humble the Director of the Arizona Department of Health Services. After receiving comments from all who reviewed the self-study, the document was further refined and completed by the MEZCOPH Self Study Workgroup. Table 1.2.D.1. summarizes the breadth and depth of individuals who had the opportunity to review and provide feedback of the self-study document.

Table 1.2.D.1: Preliminary Accreditation Self-Study Feedback: Breakdown of Number of Recipients by Constituent Group

Constituent Group	Faculty	Academic Professionals	Staff	Students	Alumni	Community Partners	University Leadership
Total Number of Recipients	62	46	92	356	15	35	3

1.2.E. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

STRENGTHS: MEZCOPH has a strong evaluation plan with measurable targets that are reviewed annually. There was broad participation of faculty, staff, students, alumni, and community partners in the development of the self-study. Strategic planning is underway and will be completed by the end of 2012 and implemented beginning in 2013.

CHALLENGES: None

PLAN: Implementation of the new strategic plan in 2013.

1.3. INSTITUTIONAL ENVIRONMENT

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

Founded in 1885 as a land-grant institution in Tucson, Arizona, the University of Arizona (UA) serves the diverse citizens of Arizona and beyond. The mission of the University of Arizona is to provide a comprehensive, high-quality education that engages students in discovery through research and broad-based scholarship. The UA is among America's top research universities, ranked #16 among the nation's public institutions in total research and development expenditures by the National Science Foundation, and is one of 63 members of the prestigious Association of American Universities. The UA has almost 39,000 students, and nearly 14,700 employees. The UA main campus has grown from its original 40 acres to more than 350 acres, and boasts the oldest continually maintained green space in Arizona.

The university is comprised of 13 colleges, one branch campus in Sierra Vista, and the expansion over the last few years of its colleges of Medicine, Pharmacy and Public Health to downtown Phoenix. The UA also has two supporting colleges—Honors and Outreach—and 76 research centers. More than 345 undergraduate, graduate and professional degree programs are offered on a semester schedule. Educational programs designed to meet the demand for virtual, hybrid, and distance offerings, are added, coordinated, and managed through the Outreach College.

The Arizona Health Sciences Center (AHSC) at the University of Arizona is a network of health-related organizations and activities unique in the state and region. Arizona's only academic health sciences center, AHSC is based on the campus of the University of Arizona in Tucson and maintains a growing presence on the Phoenix Biomedical Campus in downtown Phoenix. AHSC is home to the UA College of Medicine (Tucson and Phoenix), the UA College of Nursing; the UA College of Pharmacy (Tucson and Phoenix); the UA Mel and Enid Zuckerman College of Public Health (Tucson and Phoenix); the University of Arizona Health Network; and several research centers.

The University of Arizona is accredited by the North Central Association. The University was reaccredited for the maximum of ten years in 2010. The specialized accrediting bodies for the other colleges/units at the UA are found in **Appendix 1.3.A.1.**

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

FIGURE 1.3.B.1. displays the organizational chart for the University of Arizona. The UA is governed by the Arizona Board of Regents (ABOR), which is the governing body of Arizona's public-university system, which consists of Arizona State University (ASU), Northern Arizona University (NAU), and the University of Arizona (UA). Statutes that endow the board's legal authority include Arizona Revised Statutes (A.R.S.) 15-1625 and A.R.S. 15-1626.A.

A.R.S. 15-1625 gives ABOR jurisdiction and control over the university with the power to purchase, hold, lease and sell real estate on behalf of the university. A.R.S. 15-1626.A empowers ABOR to "enact ordinances" to govern the University of Arizona, "establish curriculum and designate courses" that "will best serve the interests of the state," award degrees and diplomas and adopt personnel rules. Additional information about the board and its policies is available on the [Arizona Board of Regents website](#).

The governor appoints ABOR members subject to state Senate confirmation. 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. ABOR members elect officers to annual terms beginning each July 1. The governor and the state superintendent of public instruction serve as ex-officio members of the board. Board members represent a variety of professions and backgrounds, and none can be employed by a state university during his or her term. All regents are public members. A.R.S. 15-1626-A.2 requires the ABOR to appoint and employ the president and the other employees of the UA. The university's chief administrative officer is Ann Weaver Hart, who became the 21st president of the university July 1, 2012.

FIGURE 1.3.B.2 is the organizational chart for the Office of the Senior Vice President for Health Sciences and shows his direct reports. Currently, there is a nationwide search for the Senior Vice President for Health Sciences. Dr. Lyle Bootman, Dean of the College of Pharmacy, is currently in the interim position.

The Dean of the Mel and Enid Zuckerman College of Public Health reports directly to the Senior Vice President for Health Sciences as do the Deans of the College of Medicine (Tucson and Phoenix), College of Nursing, and the College of Pharmacy. At present, the Senior Vice President for Health Sciences is also the Dean of the College of Pharmacy. The Senior Vice President for Health Sciences reports directly to the President as do the Provost and Vice Presidents. While the reporting lines for the Health Sciences do not go through the Provost's Office, 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. MEZCOPH has the same level of independence and status afforded to other professional and graduate colleges and its Dean is an administrative equal among Deans at the University.

FIGURE 1.3.B.1.:The University of Arizona Organizational Chart

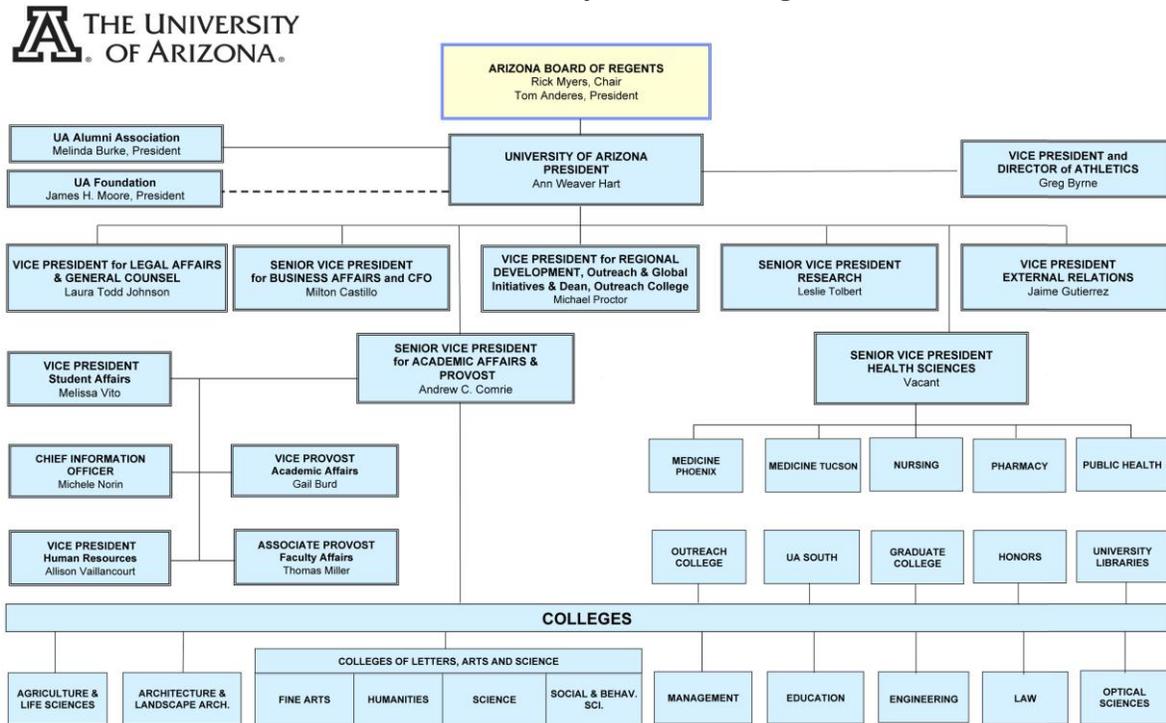
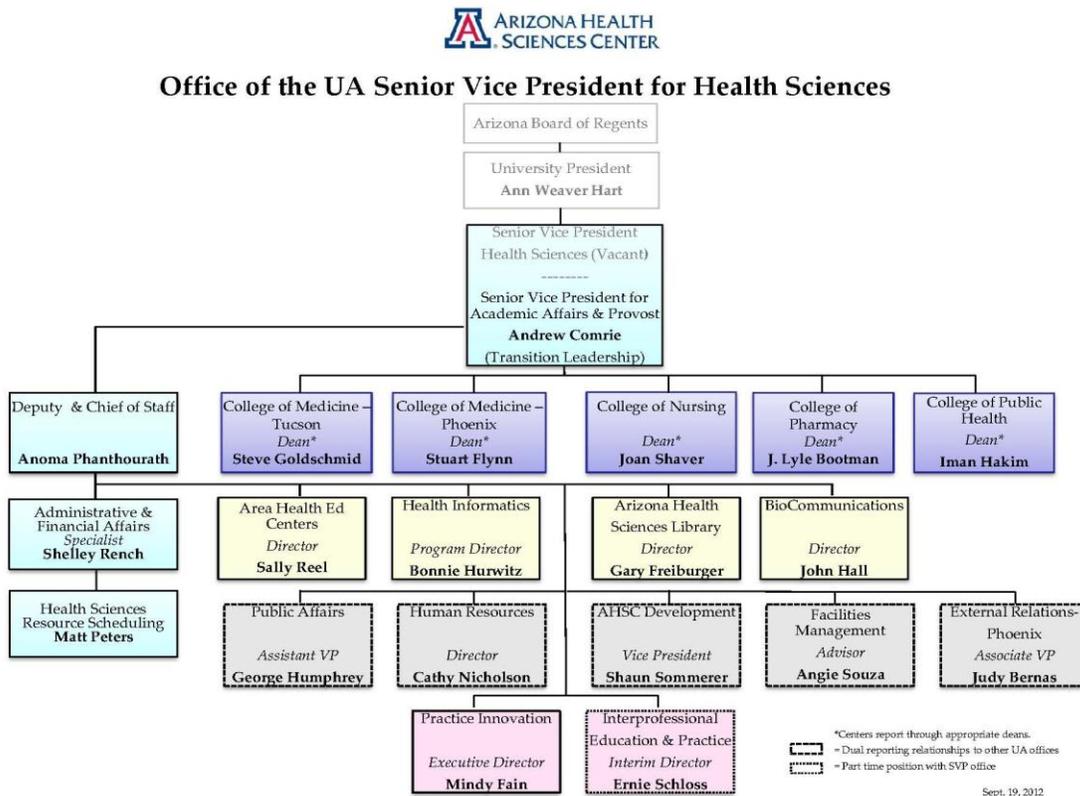


FIGURE 1.3.B.2.: Senior Vice President for Health Sciences Organizational Chart



1.3.C. Description of the school's level of autonomy and authority regarding the following:

- budgetary authority and decisions relating to resource allocation
- lines of accountability, including access to higher-level university officials
- personnel recruitment, selection and advancement, including faculty and staff
- academic standards and policies, including establishment and oversight of curricula

Budgetary Authority and Decisions Relating to Resource Allocation

As an individual college within a distributed University structure, MEZCOPH is responsible for its own financial affairs. The Dean, as the chief academic and administrative officer of MEZCOPH, oversees the college budget and establishes priorities for expenditures. She, along with the Associate Deans, Assistant Deans, Division Directors, and Administrative Directors, is responsible for college-wide budgetary policies and space allocation. Division Directors receive funds for Division operations, such as support staff, supplies, travel and equipment.

Development priorities of MEZCOPH are determined by the Dean, the Dean's Council, and the Community Advisory Board. These are discussed with faculty, staff and students at various levels—within the academic programs, within the divisions, and at college-wide meetings. Development priorities support the mission and goals of MEZCOPH and focus upon diversification of faculty and students, providing scholarship support for students, eradicating health disparities, and strengthening public health capacity within communities.

Lines of Accountability, Including Access to Higher-Level University Officials

The UA is governed by ABOR, which is the governing body of Arizona's public-university system. The University President has oversight of all administrative and academic functions of the University and is chair of all faculties. The University Provost is the Executive Vice President and has overall responsibility for UA's administrative, business, and financial operations. He is the chief academic officer under the President, with specific responsibility for UA's academic programs, personnel, resources, and support services. The Senior Vice President for Health Sciences is responsible for the Arizona Health Sciences Center (AHSC) which is home to the UA College of Medicine (Tucson and Phoenix), the UA College of Nursing; the UA College of Pharmacy (Tucson and Phoenix); the UA Mel and Enid Zuckerman College of Public Health (Tucson and Phoenix); University Medical Center; University Physicians Healthcare; and the Arizona Cancer Center. The Senior Vice President for Health Sciences reports directly to the President as do the Provost and Vice Presidents. While the reporting lines for the Health Sciences do not go through the Provost's Office, the five Deans of the Health Sciences participate in the Provost's Deans' Council, which meets monthly as well as the Health Sciences Deans' Council, which meets bi-monthly. The UA Zuckerman College of Public Health has the same level of independence and status afforded to other professional and graduate colleges and its Dean is an administrative equal among Deans at the University.

The Senior Vice President for Research promotes research development, assists in the facilitation of research and economic development, provides oversight for compliance issues relating to research, fosters interdisciplinary collaborations by facilitating engagement and partnership across departments, colleges, and industries, and provides support in regards to

commercialization of University intellectual property. The Senior Vice President for Research has been an important part of faculty recruitment in regard to providing 30% of all start-up packages.

The dean of a college is its chief academic and administrative officer. As the academic leader, the dean is charged with the responsibility of maintaining academic standards in teaching, research, and other services performed by his or her faculty. The University's Council of Deans, which meets monthly, is the principal vehicle for coordinating academic policies and procedures among the different colleges.

The Dean of the Zuckerman College of Public Health has all the authority and prerogatives accorded to all college deans at the University. She meets regularly with the Senior Vice President for Health Sciences and the other senior University administrators to discuss progress and issues at the College. As with other deans, she formally meets with the President of the University on an annual basis to discuss the state of the College. The College's Dean sits on the Council of Deans, a body composed of the deans of all of the colleges within the University that is chaired by the University Provost and meets monthly during the academic year. She also sits on the Health Sciences Council of Deans which meets twice per month with the University's Senior Vice President for Health Sciences to discuss the business affairs of the Medical Center.

In summary, the lines of accountability and access to higher-level University officials for the College are identical to all other colleges within the University.

Personnel Recruitment, Selection and Advancement, Including Faculty and Staff

The UA Zuckerman College of Public Health follows guidelines established by the Arizona Board of Regents and the University of Arizona. The University of Arizona is an equal-opportunity and affirmative-action employer and follows the guidelines established by the American Association of University Professors. Both the UA and MEZCOPH have strong commitments to the development of a diverse faculty. This principle guides every recruitment, appointment and retention decision, whether for primary, secondary or adjunct faculty.

Faculty Recruitment

Faculty recruitment is primarily the responsibility of the division directors. Faculty search committees include faculty from the appropriate Division, from other divisions, and from other UA colleges as suitable. Search committees are established according to MEZCOPH bylaws, which govern faculty recruitment, appointment, and promotion and tenure for all primary and secondary faculty members. For all primary faculty appointments in the MEZCOPH, search committees make recommendations to the Division Director and the Dean. These appointments then require approval of the MEZCOPH Promotion and Tenure Committee, the Dean, the Provost and finally the ABOR. Divisions are responsible for determining faculty needs of the division. Joint and Adjunct faculty are appointed by written request to a Division Director and are subject to the approval of the Division. The Division recommendations on joint and adjunct faculty are submitted to the Dean, who finalizes these appointments.

All faculty appointments and promotions are subject to approval by the College's Faculty Promotion and Tenure Committee. The processing of faculty appointments and promotions are handled within the College of Public Health. The faculty recruitment, appointments, and promotions processes are more fully discussed under Criterion 4.0.

Staff recruitment

Policies governing staff recruitment are included in the Classified Staff Policy Manual and in the University Manual for Appointed Personnel (**Resource File 1.3.C.1 and 1.3.C.2**). These manuals include equal opportunity policies, appointment policies, and the processes utilized to recruit and appoint staff in both categories

Staffing needs are determined by the appropriate College's office or division and staff recruitment is overseen by the College's Assistant Dean of Financial Affairs & Physical Resources and by the University's Office of Human Resources. Hiring and termination decisions are made within the College, with the College being subject to all University recruitment, hiring, and promotion standards and practices. The College is dedicated to support staff development in order to promote from within.

Academic standards and policies, including establishment and oversight of curricula

MEZCOPH has a college-wide education committee that develops the academic standards for admission, the curriculum and for graduation for undergraduate and graduate students. Major changes that include new courses and significant changes to curricula (e.g. new degrees) are approved by the university oversight committees (e.g. faculty senate and graduate college).

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

MEZCOPH is housed within AHSC. Although the MPH and DrPH degrees are professional degrees all of our college's graduate programs are part of the UA Graduate College. Thus, students must be admitted to the Graduate College to be in these degree programs. This relationship allows MEZCOPH to obtain additional support with regards to the admission of students, financial support for these students, and oversight of the curricula and graduation requirements.

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

Not applicable, MEZCOPH is not a collaborative school.

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

Not applicable, MEZCOPH is not a collaborative school.

1.3.G. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

The College is an integral part of the University of Arizona, an accredited institution of higher education, and has the same level of independence and status accorded to other professional colleges of the University of Arizona.

STRENGTHS: Active participation of the Dean of the college in the leadership of the UA and the Arizona Health Sciences Center. We have had significant University support for start-up packages for new faculty, for the creation of new academic programs, and for the provision of space and other infrastructure.

CHALLENGES: None

PLANS: Continue to promote inter-professional and cross-college collaboration, to support the development of university centers of excellence, and to promote innovative translational research.

1.4 ORGANIZATION AND ADMINISTRATION

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

FIGURE 1.4.A.1 shows the direct reports to the Dean of MEZCOPH. The three Associate Deans (Academic Affairs, Community Programs and Research) report directly to the Dean. The Assistant Dean for Student & Alumni Affairs has a dual reporting line to the Associate Dean for Academic Affairs and to the Dean. The Assistant Dean for Financial Affairs & Physical Resources also reports to the Dean. The leadership of the three divisions, the college-wide centers and the Director of Phoenix Programs report directly to the Dean. The Dean also oversees the Development Office, the Office of Information Technology and the Office of Public Affairs and Marketing. In addition, there is a Special Assistant who reports directly to the Dean. Each of these administrative directors, including the Special Assistant to the Dean, is responsible for the staff and functions within their defined areas.

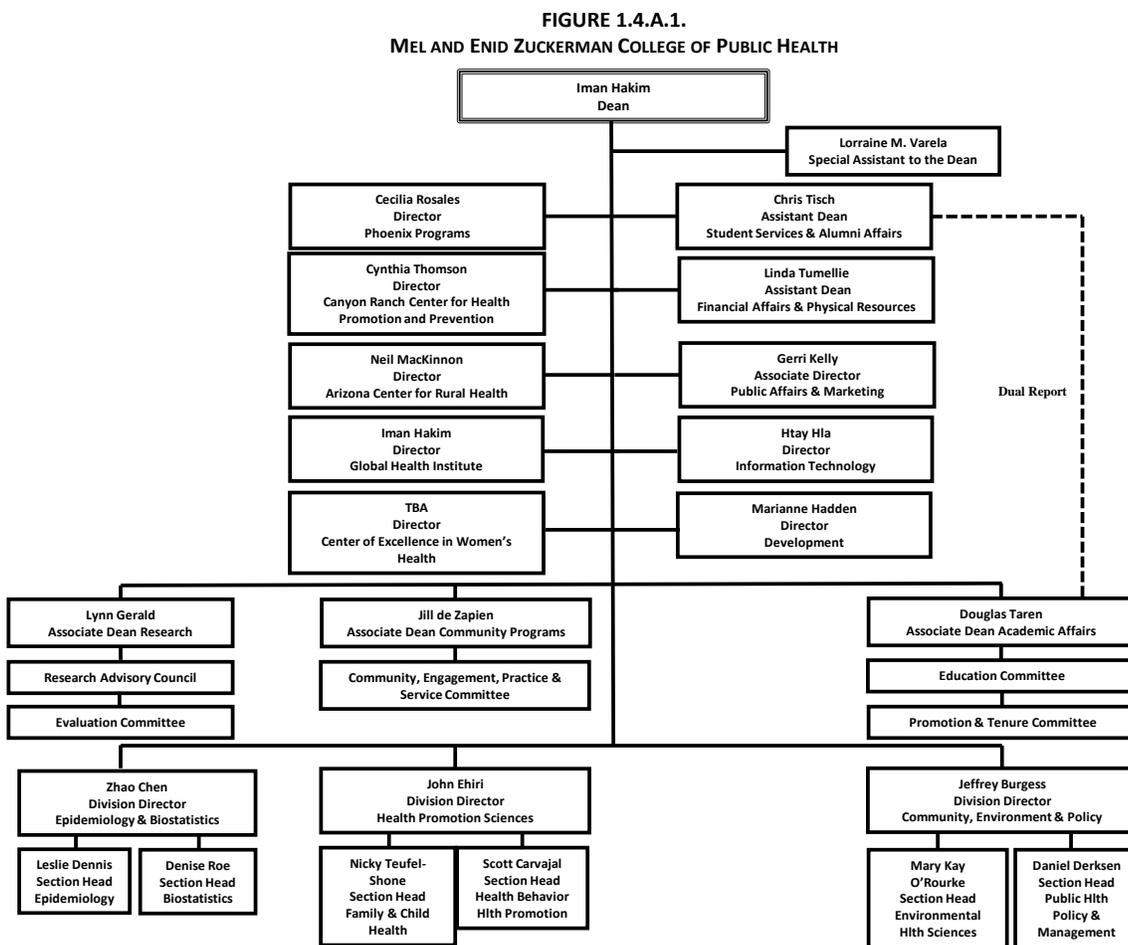
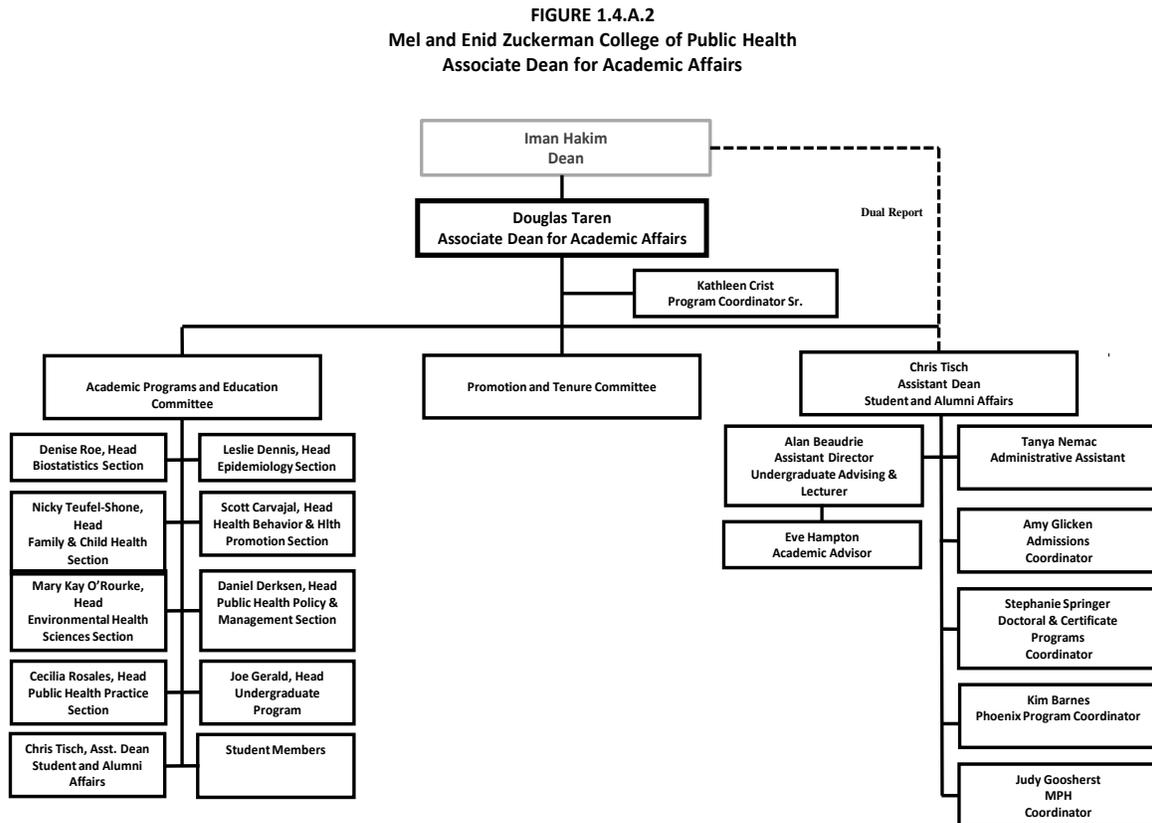


FIGURE 1.4.A.2 shows the direct reports to the Associate Dean for Academic Programs.



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

DEAN OF THE MEL AND ENID ZUCKERMAN COLLEGE OF PUBLIC HEALTH is responsible for all activities and operations of the college and is the lead representative of MEZCOPH in its interactions with the University community and with external constituents. Primary responsibilities of the Dean include: providing leadership to faculty in teaching, research and service; promoting excellence in academic and research programs; promoting diversity and setting standards for diversity; shaping the vision of the college; implementing the college’s strategic plan; providing leadership in resource acquisition, resource management; facilitating faculty and staff development; and creating a positive environment for learning and growth in the college.

Brief descriptions of the direct reports to the Dean of the college are as follows:

ASSOCIATE DEAN FOR ACADEMIC AFFAIRS directs and advances the academic mission of the Mel and Enid Zuckerman College of Public Health and oversees curricular and faculty affairs, including faculty development, awards, retention, promotion and tenure. (Figure 1.4.A.2)

ASSOCIATE DEAN FOR COMMUNITY PROGRAMS works directly with community organizations to learn how the College may assist in meeting community needs as well and to identify opportunities for partnerships with the College in the areas of education, research and practice. The Associate Dean works directly with the College's faculty, staff and students to strengthen existing partnerships with these community groups. She also collaborates across Colleges within the AHSC and the broader academic communities within the three Universities to assist in strengthening these existing partnerships. The Associate Dean serves as the chair of the Community, Engagement, Practice and Service Committee of the College and plays a major role in representing the service and community practice interests and concerns of the College.

ASSOCIATE DEAN FOR RESEARCH provides vision and leadership around the College's research mission as it builds its extramural funding base, expands its reputation for scholarly excellence, and maintains its commitment to practice-based research. The Associate Dean for Research is expected to be both a catalyst and guiding force as the College plans and develops major new research initiatives, such as program projects or extramurally funded research centers. The Associate Dean for Research serves as the chair of the Research Advisory Council and of the Evaluation Committee.

ASSISTANT DEAN FOR STUDENT SERVICES & ALUMNI AFFAIRS directs the activities of the Office of Student Services and Alumni Affairs and supervises its staff. She acts as the students' advocate. She oversees student scholarship awards and assignment of teaching assistantships. In addition, she provides career advisement services and acts as the advisor to student and alumni groups. Further, she represents MEZCOPH student interests at the college, university, local and national levels.

ASSISTANT DEAN FOR FINANCIAL AFFAIRS & PHYSICAL RESOURCES provides senior-level fiscal resource management to the College. This position is responsible for oversight of complex administrative and fiscal operations of the College to insure compliance with established University, state and federal policies as required of a college of public health.

DIRECTOR OF DEVELOPMENT identifies, qualifies, cultivates, and solicits donor prospects for philanthropic support for MEZCOPH. To meet the fundraising priorities and goals of the College, the Director of Development prepares and implements a strategic development plan and fundraising strategies for individual major-gift prospects, and conducts targeted campaigns. This position is jointly managed by MEZCOPH and the Development Office which is managed under contract by the University of Arizona Foundation (UAF).

ASSOCIATE DIRECTOR FOR PUBLIC AFFAIRS & MARKETING is responsible for the development of the College's marketing and communications strategies and represent the College on advisory boards and committees. Additionally, the Associate Director designs and develops brochures, writes press releases, produces multimedia, publications and newsletters in support of the College's development, academic and communication efforts.

DIRECTOR OF INFORMATION TECHNOLOGY provides comprehensive leadership and oversight of computing resources development and management. Specifically by planning and budgeting for network and computing growth to include development of College policies and procedures relating to computer use protocol and practices.

SPECIAL ASSISTANT TO THE DEAN is responsible for the coordination of the administrative operations of the Office of the Dean. She serves as an informational resource for collegiate personnel regarding university policies and procedures. She develops, administers, implements, and monitors operational policies and procedures to best achieve objectives related to the College. In addition, she acts as a liaison with various other college and university committees, administrators within the college and university, faculty members, and staff as well as serves as a representative with members of local, state, national and international agencies on frequently critical matters. She is responsible for special projects assigned by the Dean.

DIVISIONS

The basic organizational unit of the College is the division. The MEZCOPH faculty is organized into three divisions and the Phoenix Campus that reflect the nature of their research and practice. The divisions include: Epidemiology and Biostatistics (directed by Zhao Chen), Health Promotion Sciences (directed by John Ehiri), and Community, Environment & Practice (directed by Jefferey Burgess). The function of the divisions is to serve as administrative units that coordinate teaching, research and service within their areas of specialization. The divisions are academic homes for faculty, staff and students and are the central focus of collegial relationships within the college. The division directors provide academic, administrative, and scientific leadership of faculty and staff in their divisions. Each Division Director is a member of the Dean's Council. The Division Directors report directly to the Dean of the college.

ACADEMIC SECTIONS

Divisions also have educational sections that are aligned with the academic areas of study. These sections oversee the academic degrees. Faculty members within a section vote to recommend a section chair to the Division Director. Upon consideration of the faculty, the Division Director will recommend to the Dean the name or names of candidates for the Section Chair. Section Chairs report directly to the Division Directors. The sections are responsible for developing the curriculum for the various degrees. The section faculty members review applicant credentials for admission and mentor students in their section's degree programs.

PHOENIX CAMPUS

What began in 1994 as a way to meet the needs of UA medical students in Maricopa County and to provide education and community outreach to the surrounding region, the Arizona Health Sciences Center established a biomedical campus in Phoenix for all four colleges (Medicine, Nursing, Pharmacy and Public Health). In 2010 MEZCOPH opened its doors in Phoenix by offering a new concentration area in Public Health Practice as a college-wide concentration. The Director of the Phoenix Campus also is the Chair of the Public Health Practice Concentration. She reports to both the Dean and to the Associate Dean for Academic Affairs.

UNDERGRADUATE PROGRAM

The college's undergraduate program, the Bachelor of Science in Public Health, is a college-wide program, which is experiencing unprecedented growth. The curriculum provides general knowledge regarding public health principles and practice augmented by concentrated study (tracks) in Environmental and Occupational Health, Health Behavior and Health Delivery. Field work provides students with an experience that incorporates classroom learning into public health practice and prepares them for future employment. The Director of the Undergraduate Program reports to the Associate Dean for Academic Affairs.

COLLEGE-WIDE CENTERS

The College has several centers, laboratories, and institutes that carry out research and service activities that span the divisions. They are:

- Arizona Center for Rural Health
- Arizona Prevention Research Center
- Arizona Public Health Training Center
- Arizona Smokers' Helpline
- Canyon Ranch Center for Health Promotion and Prevention
- Center of Excellence in Women's Health
- Healthy Aging Laboratory
- Global Health Institute
- Mountain West Preparedness and Emergency Response Learning Center

Center/Institute directors are responsible for providing leadership in developing and implementing plans and policies for carrying out the research and service activities of their units. They are responsible for the allocation of resources and are accountable for all of the activities in their units.

Additionally, several MEZCOPH faculty members have leadership positions with university-wide organizations/units that support research and service. These include:

- Arizona Cancer Center Skin Cancer Institute
- Asthma Clinical Research Center
- Cancer Disparity Institute
- Interprofessional Education Program
- Western Mining Safety and Health Training Resource Center

1.4.C. Description of the manner in which interdisciplinary coordination, cooperation and collaboration occur and support public health learning, research and service.

MEZCOPH recognizes that public health, by its very nature, is an interdisciplinary field. MEZCOPH integrates interdisciplinary coordination, cooperation, and collaboration into every aspect of its policies and programs that support learning, research and service. MEZCOPH has developed on the basis of strong interdisciplinary coordination and cooperation through the

structure of its programs, the composition of its faculty, collaborative research projects, extensive community collaborations, and via sponsored programs and events.

Enhancing collaborations with other colleges and programs also occurs through several mechanisms, including faculty recruitments, support of spousal recruits, team collaboration in research and service, course development, and joint degree programs. For example, this past year, MEZCOPH conducted a successful search to hire an assistant professor to be a faculty member of both the School of Middle Eastern and North African Studies in the College of Social and Behavioral Sciences and MEZCOPH.

One guiding force for promoting interdisciplinary studies is the diversity of its faculty. MEZCOPH faculty are described in detail in Criterion 4.0. and their disciplines range from public health degrees to training in the social sciences (anthropology, sociology, psychology, behavioral science, economics, organizational communication), environmental sciences (industrial hygiene, geology/paleontology, environmental epidemiology, environmental science and engineering), biological sciences (biochemistry, nutritional biochemistry, child nutrition, toxicology, pharmacy), education (health education, adult education, higher education), medicine (preventive medicine, family and community medicine, obstetrics and gynecology), and administration. Many of the faculty members have joint appointments across the university.

MEZCOPH's instructional programs are interdisciplinary. In terms of learning and instruction students take courses together and the internship conference integrates breakout sections based on project topics rather than concentration areas of study. MEZCOPH's college-wide seminar series brings faculty and students together from across the college. MEZCOPH is actively involved with the Arizona Health Sciences Center Interprofessional Education and Practice Program (IPEP) that brings students together from the four health sciences colleges (Pharmacy, Nursing, Medicine and Public Health) along with colleges outside the health sciences center such as the Rogers College of Law (the Director of this program is a member of the MEZCOPH faculty). Several MEZCOPH courses are cross listed with other colleges to give students from various disciplines the opportunity to learn together. The interdisciplinary nature of the academic programs is further extended through dual degrees and through formal agreements with various other academic institutions such as Diné College, the first tribal college in the U.S., the Colegio de Sonora in Hermosillo, Sonora, Mexico and other international institutions of higher education.

Interdisciplinary research is fostered by creating and supporting research themes. MEZCOPH's multiple centers provide a method to bring investigators from multiple fields to work on specific health issues. With regards to research, faculty members are investigators on grants that originate out of other colleges and similarly, MEZCOPH grants often have co-investigators from other colleges. These collaborations include projects with faculty from colleges outside of the health sciences center such as Agriculture and Life Sciences, Engineering, Education and Social and Behavioral Sciences.

Similarly, the service programs involve multiple disciplines. Service learning courses often have students and faculty from multiple sections. Faculty, students and other staff members are also involved in many community organizations and involve students within and outside of their areas as active participants.

1.4.D. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

STRENGTHS: The independent structure of the College allows it to create its curriculum and determine its organizational structure and define the best use of its financial resources. Further, this independence also has allowed the faculty to create their own bylaws and determine how to have faculty governance guide the policies and programs of the College.

CHALLENGES: None

PLANS: MEZCOPH will monitor how the Arizona Health Sciences Center Phoenix Biomedical Campus grows to determine if the structure for our Phoenix campus needs to be adapted to maximize its contribution to our mission.

1.5 GOVERNANCE

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

Table 1.5.A.1 lists each standing committee with the charge, composition and current membership. Ad hoc committees report to their respective standing committee, and are comprised of members of that standing committee. The standing committees of MEZCOPH are: Dean’s Council; Executive Council; Promotion and Tenure Committee; Education Committee; Community, Engagement, Practice and Service Committee; Research Advisory Council; Evaluation Committee; Committee on Inclusion and Equity; Student Affairs Committee; Student Scholarships & Financial Aid Committee; Faculty Assembly; Staff Advisory Council; Academic/Administrative Professionals Forum; Community Advisory Board.

Table 1.5.A.1: MEZCOPH Standing Committees

Committee Name	Committee Charge	Composition of Committee	Committee Membership
Dean’s Council	<p>Committee Charge: Monitor, manage, evaluate, direct the activities and provide strategic planning for the college. The Dean’s Council develops policies and approves policies developed by other college committees. The Dean’s Council is advisory to the Dean.</p> <p>The Dean’s Council meets once a month.</p>	<p>Dean¹ Special Assistant to the Dean Associate Dean, Academic Affairs Associate Dean, Community Programs Associate Dean, Research & Chair, Evaluation Committee Director, Division of Community, Environment and Policy Director, Division of Epidemiology and Biostatistics Director, Division of Health Promotion Sciences Director, Phoenix Programs Assistant Dean, Student Services & Alumni Affairs Assistant Dean, Fin Affairs & Physical Resources Director, Development Director, Information Technology</p>	<p>Iman Hakim Lorraine Varela Doug Taren Jill de Zapien Lynn Gerald</p> <p>Jeff Burgess</p> <p>Zhao Chen</p> <p>John Ehiri Cecilia Rosales Chris Tisch</p> <p>Linda Tumellie Marianne Hadden Htay Hla</p>
Executive Council	<p>Committee Charge: Communicate important & current school-wide information on existing policies and procedures.</p> <p>Executive Council meets once a semester</p>	<p>Dean¹ Special Assistant to the Dean Associate Dean, Academic Affairs Associate Dean, Community Programs Associate Dean, Research & Chair, Evaluation Committee Director, Division of Community, Environment and Policy Director, Division of Epidemiology and Biostatistics Director, Division of Health Promotion Sciences Director, Phoenix Programs Assistant Dean, Student Services & Alumni Affairs Assistant Dean, Fin Affairs & Physical Resources Director, Development Director, Information Technology President, Staff Advisory Council Chair, Academic/Administrative Professional Forum Chair, Faculty Assembly Student Leadership of Public Health Alliance Community Representative</p>	<p>Iman Hakim Lorraine Varela Doug Taren Jill de Zapien Lynn Gerald</p> <p>Jeff Burgess</p> <p>Zhao Chen</p> <p>John Ehiri Cecilia Rosales Chris Tisch</p> <p>Linda Tumellie Marianne Hadden Htay Hla Alayna Voutsas Jean McClelland</p> <p>Howard Eng Repls change every year Anthony Vuturo</p>

Committee Name	Committee Charge	Composition of Committee	Committee Membership
<p>Promotion and Tenure Committee</p>	<p>Committee Charge: Develop College P&T guidelines, consider faculty applications for P&T actions, review post tenure evaluations, and make recommendations for faculty advancement. The P&T Committee meets every other week October through February and on an ad hoc basis during the remainder of the year.</p>	<p>Professor, Health Promotion Sciences¹ Associate Dean, Academic Affairs (ex-officio) Representatives, Division of Community and Environmental Health Representatives, Division of Epidemiology and Biostatistics</p> <p>Representatives, Division of Health Promotion Sciences Coordinator, Personnel and Faculty Status</p>	<p>Ron Watson Doug Taren Cecilia Rosales Neil MacKinnon Beth Jacobs Eyal Shahar Paul Hsu Denise Roe Scott Carvajal Francisco Garcia Loriann Klein</p>
<p>Education Committee</p>	<p>Committee Charge: Set the education agenda for the College. The Committee evaluates program effectiveness, provides curriculum oversight to the programs, and develops academic policies for the College. The Education Committee is advisory to the Associate Dean for Academic Affairs and to the Dean.</p> <p>The Education Committee meets monthly throughout the year.</p>	<p>Head, Epidemiology Section² Head, Biostatistics Section² Head, Family and Child Health² Head, Health Behavior & Health Promotion² Head, Environmental Health Sciences² Head, Public Health Policy & Management² Head, Public Health Practice² Director, Undergraduate Program Associate Dean, Academic Affairs Assistant Dean, Student Services & Alumni Affairs Coordinator, Undergraduate Program Coordinator, Recruitment and Admissions Coordinator, MPH Program Coordinator, Doctoral & Certificate Programs Coordinator, Phoenix Programs Sr. Coordinator, Academic Affairs Administrative Assistant, Student Services Faculty, Phoenix Programs Faculty, Epidemiology & Biostatistics Student, Undergraduate Student, MPH Program Student, Doctoral Program</p>	<p>Leslie Dennis Denise Roe Francisco Garcia Scott Carvajal Mary Kay O'Rourke Daniel Derksen Cecilia Rosales Joe Gerald Doug Taren Chris Tisch</p> <p>Alan Beaudrie Amy Glicker Judy Goosherst Stephanie Springer Kim Barnes Kathleen Crist Tanya Nemec Doug Campos-Outcalt Leslie Dennis Dana Reyes Aimee Snyder Ali Gabriel</p>
<p>Community Engagement, Practice & Service Committee</p>	<p>Committee Charge: To review and develop recommendations on how to evaluate service activities in the Promotion and Tenure guidelines of the College.</p> <p>The committee meets monthly</p>	<p>Associate Dean for Community Programs¹ Faculty, Community Environment & Policy Faculty, Community Environment & Policy-PHX Faculty, Epidemiology and Biostatistics Faculty, Epidemiology and Biostatistics Faculty, Health Promotion Sciences Faculty, Health Promotion Sciences Faculty, Health Promotion Sciences Faculty, Health Promotion Sciences Acad Professional, Health Sciences Library Acad Professional, Community Environment & Policy Acad Professional, Health Promotion Sciences Acad Professional, Health Promotion Sciences Assistant Dean, Student and Alumni Affairs Staff, Administration Student Representatives</p>	<p>Jill de Zapien Eric Lutz Cecilia Rosales Kacey Ernst Angelika Gruessner Lynda Bergsma Francisco Garcia Karen Heckert Nicky Teufel-Shone Anna Nuñez Brenda Granillo</p> <p>Joyce Hospodar Maia Ingram Jean McClelland Jennifer Peters Samantha Sabo Shannon Vaffis Chris Tisch Monica Muñoz Andrew Gall Emily Coyle Emily Hotchkiss</p>

Committee Name	Committee Charge	Composition of Committee	Committee Membership
<p>Research Advisory Committee</p>	<p>Committee Charge: To review current research policy and practice and make suggestions for improvement</p> <p>The committee meets monthly.</p>	<p>Associate Dean for Research¹ Faculty, Community, Environment & Policy Faculty, Community, Environment & Policy Faculty, Community, Environment & Policy Faculty, Epidemiology & Biostatistics Acad Professional, Epidemiology & Biostatistics Faculty, Epidemiology & Biostatistics Faculty, Health Promotion Sciences Acad Professional, Health Promotion Sciences Staff, Health Promotion Sciences Student Representative Student Representative</p>	<p>Lynn Gerald Paloma Beamer Ralph Renger Kelly Reynolds Chengcheng Hu James Goodwin Beth Jacobs Chris Cutshaw Maia Ingram Tanyha Zepeda Christina Ore Boehm Mike Gura</p>
<p>Evaluation Committee</p>	<p>Committee Charge: To monitor procedures to evaluate the College's progress towards meeting its mission, goals and objectives, and oversees the process of evaluating all major aspects of the College's operations. The Committee is advisory to the Dean's Council and the Dean.</p> <p>The committee meets monthly.</p>	<p>Associate Dean for Research¹ Assoc Dean, Academic Affairs & Education Committee Rep Assoc Dean, Community Programs & CEPAS Rep Assist Dean, Financial Affairs & Physical Resources Assist Dean, Student Services & Alumni Affairs Director, Information Technology Special Assistant to the Dean Academic Professional Representative Research Advisory Council Representative Committee for Inclusion/Equity Representative</p>	<p>Lynn Gerald Doug Taren</p> <p>Jill de Zapien</p> <p>Linda Tumellie</p> <p>Chris Tisch Htay Hla Lorraine Varela Nancy Stroupe John Ehiri Velia Leybas-Nuno</p>
<p>Committee on Inclusion and Equity</p>	<p>Committee Charge: To identify and address issues related to building and maintaining a culture supporting diversity throughout the college.</p>	<p>Professor, Health Promotion Sciences¹ Associate Prof, Community Environment & Policy³ Faculty, Community, Environment & Policy Faculty, Community, Environment & Policy Faculty, Epidemiology and Biostatistics Director, Health Disparities Outreach & Education Asst Dir, Ctr for Excellence in Women's Health Associate Dean for Community Programs Assistant Dean for Student & Alumni Affairs Coordinator, Personnel, Admin Special Assistant to the Dean, Admin Administrative Associate, Admin Student Representatives</p>	<p>Francisco Garcia Cecilia Rosales</p> <p>Eric Lutz Paloma Beamer Kacey Ernst Agnes Attakai Velia Leybas Nuno Jill de Zapien Chris Tisch Loriann Klein Lorraine Varela Monica Muñoz Carmella Kahn- Thornbrugh Deanna Lewis Salena Mayer</p>
<p>Student Affairs</p>	<p>Committee Charge: Act as a clearinghouse for issues related to students; plan, facilitate, and support seminars, workshops, etc.; function as lobbying agent/advocate for resolution of student problems.</p> <p>The Student Affairs Committee meets monthly.</p>	<p>Asst Dean, Student Services & Alumni Affairs¹ Undergraduate Student Representative MPH Student Representatives: MPH-Public Health Practice MPH-Family/Child Health-Global MPH-Family/Child Health MPH-Family/Child Health/Maternal/Child Health MPH-Biostatistics MPH-Health Behavioral/Health Promotion MPH-Epidemiology Doctoral Students Representatives: DrPh PhD-Environmental Health Sciences PhD-Epidemiology Coordinator, Undergraduate Program Coordinator, Recruitment and Admissions Coordinator, MPH Program Coordinator, Doctoral & Certificate Programs Coordinator, Phoenix Programs Administrative Assistant, Student Services</p>	<p>Chris Tisch Robbie Shatto</p> <p>Ali Gabriel Holly Bryant Jaclyn Pierson Natasha Miramontes Erin Campbell Jessamyn Bowling Jennifer Menefee</p> <p>Vaira Harik Laura Suppes Nancy Stroup Alan Beaudrie Amy Glicker Judy Goosherst Stephanie Springer Kim Barnes Tanya Namac</p>

Committee Name	Committee Charge	Composition of Committee	Committee Membership
<p>Student Scholarships & Financial Aid</p>	<p>Committee Charge: Develops criteria and makes decisions regarding the distribution of state-funded scholarships, and assistantships that are available to MEZCOPH students.</p> <p>The Student Scholarships & Financial Aid Committee meets once a semester.</p>	<p>Assistant Dean for Student Services & Alumni Affairs¹ Director of Development Head, Epidemiology Section Head, Biostatistics Section Head, Family and Child Health Head, Health Behavior & Health Promotion Head, Environmental Health Sciences Head, Public Health Policy & Management Head, Public Health Practice</p>	<p>Chris Tisch</p> <p>Marianne Hadden Leslie Dennis Denise Roe Francisco Garcia Scott Carvajal Mary Kay O'Rourke Daniel Derkson Cecilia Rosales</p>
<p>Faculty Assembly</p>	<p>Committee Charge: Addresses issues that are the prerogative and duty of the faculty as defined under the University Handbook for Appointed Personnel. Such issues would include, but are not limited to, creation of programs, requirements of such programs, representation on the UA Faculty Senate, among others. Each year, a Chair-elect will be chosen by the voting members of the Faculty Assembly. The Chair serves one year and the Chair-elect serves two years (one as Chair-Elect and second as Chair).</p> <p>The Faculty Assembly meets monthly.</p>	<p>Assistant Professor, Division of Community, Environment and Policy¹ All faculty members with greater than or equal 0.50 FTE (full-time equivalency) with primary appointments in MEZCOPH.</p>	<p>Howard Eng</p>
<p>Staff Advisory Council</p>	<p>Committee Charge: Serves as the liaison between the administration, appointed personnel, and staff regarding the role of classified staff in the College and promotes opportunities for improvement in staff support.</p> <p>The Staff Advisory Council meets monthly.</p>	<p>President¹ Vice President Treasurer Recorder Members-At-Large</p> <p>General Membership is open to all classified staff</p>	<p>Alayna Voutsas Annette Hillman Sharon Van Skiver Judith Gary Mona Arora Laura Brown Jackie Leon Griselda Martinez Juan Carlos Portillo</p>
<p>Academic/Administrative Forum</p>	<p>Committee Charge: Provides recommendations regarding assessment, mentoring, career progression, and professional development for appointed professionals to the Executive Council for review. The Co-Chairs are selected by the committee members. The committee also oversees the process of peer review.</p> <p>The AP Forum meets monthly.</p>	<p>Chair¹ Immediate Past Chair General Membership is open all academic/administrative professionals.</p>	<p>Jean McClelland Agnes Attakai</p>

Committee Name	Committee Charge	Composition of Committee	Committee Membership
<p>IRB Scholarly Review Committee</p>	<p>Committee Charge: Reviews all Human Subjects material (faculty & student projects) before it is sent to the University Human Subjects Protection Program. The committee will review each application to determine if the information contained is complete and that the scientific or scholarly validity of the project has been assessed and found to be appropriate.</p>	<p>Associate Dean for Research¹ Faculty Representative, Division of Community, Environment and Policy Faculty Representatives, Division of Epidemiology & Biostatistics</p> <p>Academic Professional Rep, Division of Epidemiology & Biostatistics Faculty Representative, Health Promotion Sciences</p>	<p>Lynn Gerald Mary Kay O'Rourke</p> <p>Kacey Ernst Janet Foote Chengcheng Hu Denise Roe Margaret Kurzius-Spencer Cynthia Thomson</p>
<p>Community Advisory Board</p>	<p>Committee Charge: Support the mission of the College by increasing awareness of health promotion and prevention strategies through community collaboration, fund raising and advocacy activities.</p> <p>The Community Advisory Board meets twice a year for all-day retreats.</p>	<p>President¹ Founder, Arizona Business Coalition on Health Executive Director, Arizona Public Health Association VP, Foundation, Critical Path Institute Founder, ACCION Special Advisor to the Chairman & Vice Chairman of Canyon Ranch Resorts Chief, Border Health, AZ Dept of Health Services Pediatrician and Author President and Founder of World Care: Tucson AZ Director, AZ Department of Health Services Retired, International Business Strategist Special Projects Manager of our Don't Borrow Trouble® Pima County (DBT) program Business Administration Professor, Healthcare Administrator, Director of Engineering Education, Raytheon Manager of US operations for the Nanjing American University, LLC Researcher, Adobe Gastroenterology KVOA News 4 Reporter Founder, President, and Principal Consultant of Intravisions Consulting Network Product Line Chief Engineer, Raytheon Missile Systems Community Volunteer Founder, Developer, and Chairman of the Board of Canyon Ranch</p>	<p>David McEvoy, JD Larry Aldrich, JD Jennifer Bonnett</p> <p>Kim Bourn Alejandra Dreisbach Gary Frost, PhD</p> <p>Robert Guerrero, MBA Marilyn Heins Lisa Hopper Will Humble, MPH Jan Konstanty Evelia Martinez</p> <p>Wilma McHaffey, PhD</p> <p>Alberto Piña Moore</p> <p>Halla Moussa Lupita Murrillo Mercedes Sanchez</p> <p>Jay Stern</p> <p>Allison Duffy Skeif MBA Mel Zuckerman</p>

¹Chair

²Rotating Chair (3-month intervals)

³Co-Chair

1.5.B. Description of the school's governance and committee structure's roles and responsibilities relating to the following:

- general school policy development
 - planning and evaluation
 - budget and resource allocation
 - student recruitment, admission and award of degrees
 - faculty recruitment, retention, promotion and tenure
 - academic standards and policies, including curriculum development
 - research and service expectations and policies
-

General School Policy Development

MEZCOPH follows university policies as they relate to university budget, faculty and curricular matters, research and personnel. College policies are developed either through a “top down” approach that is initiated by the Dean’s Council or a “bottom up” approach in response to issues raised by the faculty, staff, or students’ assemblies or any of the College’s committees.

There are established procedures for reviewing and approving major college-level policies. The proposing group will prepare a written draft policy to be presented for discussion and feedback at the faculty assembly, the division meetings, other groups’ assembly as appropriate, and/or the college-wide meetings. After consideration of all feedback, the proposing group drafts a final copy of the proposal and returns it to the faculty assembly and other appropriate groups for review and voting to accept, revise or reject the proposal. The final accepted proposal will be then forwarded to the Dean’s Council. The Dean’s Council reviews the proposal, revises if needed, and then takes a formal vote to accept or reject it.

Policy proposals approved by the Dean’s Council are subject to final approval by the Dean and, in some cases, other University officials or committees (www.policy.arizona.edu). For effective communication, the College uses the internet to make sure that information is readily available to all faculty, staff, and students.

Planning and Evaluation

MEZCOPH planning and evaluation activities are overseen by the Evaluation Committee which is chaired by the Associate Dean for Research. Members of the committee include the Director of the Office of Information Technology, the Associate and Assistant Deans, representatives for research, teaching and service, and a representative from the Dean’s Office, the Equity and Inclusion Committee, Appointed Professionals, staff and students.

The roles of this committee are: 1) Coordinate MEZCOPH evaluation activities, 2) Provide formal feedback to committees generating the goals and objectives to ensure that these goals and objectives provide valuable information, are measurable, and map to the College’s mission and strategic plan, 3) Ensure that data are utilized to inform decision making and planning processes, 4) Encourage College-wide involvement in evaluation activities, 5) Ensure that all information required for evaluation, planning and reporting is collected systematically, 6) Streamline MEZCOPH reporting activities where possible, and 7) Ensure that appropriate and efficient data collections systems are in place throughout the College.

Strategic planning is undertaken every five years under the supervision of the Dean. At this time, new goals and objectives for MEZCOPH are created and then monitored by the Evaluation Committee.

Budget and Resource Allocation

MEZCOPH currently utilizes funding in the form of state appropriations, differential tuition, program fees, grants and contracts, indirect cost allocations, other auxiliary and designated funds, gifts, interest to endowments, and other restricted revenue to support annual

operational needs (e.g. personnel, employee related expenses, operational/travel needs, capital equipment, student support, etc.). Budgetary concerns and operational needs within our college are discussed at the MEZCOPH Dean's Council and addressed by the Dean.

Student Recruitment, Admission and Award of Degrees

Governance of student recruitment, admissions and awarding of degrees is the purview of the College's Education Committee. Composition of the Education Committee, which is advisory to the Associate Dean of Academic Affairs, includes academic section heads, the director of the undergraduate program, the director of the Phoenix Programs, a student representative from each academic level, and the Assistant Dean of Student and Alumni Affairs. Each academic section may determine specific admissions criteria and processes. The Office of Student Services and Alumni Affairs determines and carries out processes and activities that support recruitment, admissions and awarding of degrees.

Faculty Recruitment/Retention:

In terms of faculty recruitment, once an opening is identified, the division director along with division faculty members makes recommendations to appoint faculty, students, and when appropriate, a community member to the search committee.

MEZCOPH follows guidelines established by the Arizona Board of Regents and the University of Arizona. The University of Arizona is an equal-opportunity and affirmative-action employer and follows the guidelines established by the American Association of University Professors. Both the UA and MEZCOPH have strong commitments to the development of a diverse faculty. This principle guides every recruitment, appointment and retention decision, whether for primary, secondary or adjunct faculty. In order to assist with having a diverse candidate pool for applications, the UA uses the Higher Ed. Jobs website with their diversity package to advertise faculty positions at the UA. In addition to using these sites, MEZCOPH also uses Academic Keys, PublicHealthjobs.net, Chronicle of Higher Education, Public Health Employment Connection, Hispanic-Serving Health Professions Schools (HSHPS), the Global Health Career Network, and Tedjobs.com in addition to specialty sites for specific subject areas such as the American Statistical Association, the American Association of Health Behavior, CDC Prevention Research Centers, Society for Behavior Medicine, Native American/Latino Caucus, and our community-university partnerships.

Faculty search committees include faculty from the appropriate Division, from other divisions, and from other UA colleges as appropriate. Search committees are established according to MEZCOPH bylaws, which govern faculty recruitment, appointment, and promotion and tenure for all primary and secondary faculty members.

For all primary faculty appointments in the MEZCOPH, search committees make recommendations to the Division Director and the Dean. These appointments then require approval of the MEZCOPH Promotion and Tenure Committee, the Dean, the Provost and finally the ABOR. Divisions are responsible for determining faculty needs of the division. Joint and Adjunct faculty are appointed by written request to a Division Director and are subject to the

approval of the Division. The Division recommendations on joint and adjunct faculty are submitted to the Associate Dean for Academic Affairs, who makes a recommendation to the Dean who finalizes these appointments.

Promotion and Tenure:

Promotion and tenure guidelines are published on the intranet and provided to all faculty members. The University and MEZCOPH each offer a promotion and tenure seminar for faculty members who plan to submit packages to the promotion and tenure committee. The promotion and tenure committee is made of three faculty members from each division and two are appointed by the Dean. There is a chair and co-chair of the promotion and tenure committee. These individuals work closely with the MEZCOPH Office of Academic Affairs and the college's human resources staff to ensure that all university and college policies and procedures are followed appropriately.

Academic Standards and Policies Including Curriculum Development:

MEZCOPH has developed several policies and procedures that establish academic standards for students and for approving new curricula and courses. These are available on our student portal and intranet. In terms of academic standards, undergraduate students must have a 2.5 GPA or better to be accepted into the graduate program, and graduate students must maintain a 3.0 GPA, and are not allowed to fail a core course. Graduate students must be continually enrolled as a student throughout their time in the program and they must follow MEZCOPH's Matriculation and Progress Standards (**Appendix 2.4.A.1**).

The Education Committee has oversight for curriculum development. Courses and modification to degree programs are first approved by the academic sections or college-wide program committees (e.g. undergraduate program). After approval by these committees their respective directors present them to the MEZCOPH committee. After approval by the MEZCOPH Education Committee they are sent to the UA curriculum committees for final approval.

Research and Service Expectations and Policies

The research mission of the University requires faculty members to contribute actively to the expansion of intellectual frontiers and to participate in the creation and/or scientific application, translation, evaluation, and dissemination of new knowledge. Faculty whose primary area of responsibility is considered to be research are generally expected to participate in applied and/or basic research and to contribute to the research activities and grant seeking of other MEZCOPH faculty. Specific expectations are based on the faculty member's academic credentials and Annual Work Plan.

Service

As a land grant institution, service is central to the mission of the university as well as the College. All faculty members are expected to contribute to the service mission of the College and the University through a variety of activities which include collaboration with the public health infrastructure in our state at the local, tribal, and state levels as well as collaboration with those community based organizations implementing essential services which correspond

to the services and functions of public health. Additionally faculty members are expected to provide service through their relationships with professional organizations and nationally and internationally through public health networks. Each faculty member determines the specific expectations of service based on his/her academic expertise and the annual work plan in consultation with his/her division director.

Academic Professionals

The University of Arizona allows colleges to establish an employment classification that is identified as an Academic Professional. These individuals are appointed, non-faculty employees who are involved with research, service or teaching programs, who require professional and intellectual freedom, and who report to a person below the level of vice president <http://uhap.web.arizona.edu/definitions.html>. Within MEZCOPH, these individuals are voting members of the College as described in the College's Bylaws. Beyond their work on individual projects and grants, academic professionals are key to providing technical assistance and collaboration with community partners and the public health infrastructure in our state and region. The specific expectations of research, teaching and service are determined in consultation with their supervisors at the time of the development of their annual work plan.

1.5.C. A copy of the school's bylaws or other policy documents that determine the rights and obligations of administrators, faculty, and students in governance of the school.

MEZCOPH's Bylaws are available in **Appendix 1.5.C.1**. Approval and modifications to the Bylaws is by voting members of the College as identified in the Bylaws.

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

MEZCOPH's faculty is well represented on University of Arizona committees. **Appendix 1.5.D.1** provides a list of University committees and MEZCOPH faculty membership.

1.5.E. Description of student roles in governance, including any formal student organizations.

The College has strategically formatted the composition of the voting membership on the majority of its committees to include students. Officers of the student organizations are afforded a voting role in the college, as well. In this manner, students have an official role in governance of the College. Additionally, students provide feedback used in governance by completing university teacher/course evaluations, College mid-course evaluations, mandatory exit surveys, and other ad hoc surveys. While the College's Student Affairs Committee is open to all students, its official composition is 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. Issues raised by students in the Student Affairs Committee are brought to the Dean's Council or Division/Section Meetings, as appropriate, for resolution. The committee within the College that does not invite student membership is the Promotion and

Tenure Committee, since it is composed exclusively of faculty members who do not have an administrative position in order to provide a peer recommendation regarding advancement in faculty appointments.

1.5.F. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: MEZCOPH has an established governance structure that allows for the development of policies and procedures. Faculty, staff and students have significant roles in the development of these policies and procedures.

Challenges: None

Plans: MEZCOPH standing committees will continue to review policies and procedures every two years to ensure that they are current with UA policies and with external practices and trends. Faculty, staff and students will have the ability to propose changes to policies and procedures that are then reviewed and approved, modified or denied by the relevant committees.

1.6 FISCAL RESOURCES

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

MEZCOPH currently utilizes funding in the form of state appropriations, differential tuition, program fees, grants and contracts, indirect cost allocations, other auxiliary and designated funds, gifts, interest to endowments, and other restricted revenue to support annual operational needs (e.g. personnel, employee related expenses, operational/travel needs, capital equipment, student support, etc.). Budgetary concerns and operational needs within our college are addressed by the Dean after discussion at the MEZCOPH Dean's Council.

State Appropriations

The UA is one of three state funded universities in the state of Arizona. In fiscal years previous to FY2011-2012 state allocated monies at this institution were disbursed on a 22/1 "formula" with little difference in budget realized for the academic units and colleges from year to year. Special needs in funding required annual negotiations between the dean and the provost. Often these "special needs" requests were supported at the institutional level with non-state funding due to lack of resources.

Beginning FY2011-2012, the University of Arizona moved to the Responsibility Centered Management (RCM) model. Revenues and changes in teaching activities were measured in FY2010-2011, compared to FY2009-2010 (the base year) and incorporated into the beginning budget for FY2011-2012. Colleges are now being funded more appropriately based on a formula that accounts for teaching activities and changes to faculty and staff FTE. Colleges that are successful in attracting additional students receive state adjustments annually that can be used to hire instructors, additional faculty/staff and to offset their operational needs.

Prior to the implementation of RCM, the MEZCOPH received one third of its total annual support from state allocated appropriations and differential tuition. On July 1, 2011, MEZCOPH received \$715,386 in additional state allocated funds via RCM to meet budgetary needs of its instructional mission (an increase of approximately 14% from the prior fiscal period). However, with this initial installment came the notification that there would be a permanent budget reduction (also effective July 1, 2011) in the amount of \$205,900 or ~5% for all academic units at the University. Fortunately, RCM provided sufficient funds to cover the FY2011-2012 reduction without the loss of staff or operational support. On May 23, 2012 the college was notified of another permanent cut to the FY2012-2013 budget in the amount of \$167,300 (3.5%) and a temporary budget cut in the amount of \$239,100 (5%). RCM monies held in reserve were used to offset these additional reductions.

Differential Tuition and Program Fees

Differential tuition is applied to all graduate and undergraduate academic programs in the MEZCOPH. Differential tuition is applied as follows:

- BS in Public Health: \$30 per unit
- MPH, MS, PhD, and DrPH: \$50 per unit

Course registration and payment mechanism for the college-wide Master of Public Health in Public Health Practice is handled through the Outreach College. MEZCOPH also offers various graduate certificates through the Distance Learning program at the University of Arizona's Outreach College. Certificate programs will be charged \$250 per unit effective fall semester FY 2012-2013. The standard revenue distribution is 70% home college and 30% Outreach College.

Grants and Contracts

Research and service grants and contracts continue to provide 60% of the College's total budget. Funding includes federal sources (e.g. NIH, CDC, HRSA, EPA, FEMA, USDA, etc.), state/local sources (e.g. Arizona Department of Health Services (ADHS); Maricopa County Health Department; Yuma County; Arizona Office of the Governor; Governor's Office for Children, Youth and Families; Arizona Department of Education, etc.) and Foundations (e.g. Science Foundation of Arizona, Kellogg Foundation, University of Arizona Foundation, etc.). Recent FY2011-2012 annual awards or continuations can be found in **Appendix 1.6.A.1**.

In addition to grants and contracts funded directly through the College, many faculty work in conjunction with other academic and research units on campus. During FY2010-2011, more than \$5.5 million was awarded to outside departments for MEZCOPH faculty in a leadership, co-investigator or support role (e.g. Arizona Cancer Center, Arizona Respiratory Center, College of Medicine/Department of Pediatrics, College of Engineering/Mining and Geological Engineering, College of Medicine/Department of Surgery, College of Agriculture and Life Sciences/Department of Nutritional Sciences, College of Nursing, etc.). Samples of funded projects during FY2010-2011 can be found in **Appendix 1.6.A.2**.

Other Restricted Revenue

Research projects are also funded from Other Restricted Revenue sources such as Technology Research Initiative Fund (TRIF), the Arizona Area Health Education Center (AzaHEC), etc. Funded projects have doubled in the past 5 years. TRIF funds have supported MEZCOPH faculty salaries and start up research projects in the Bioresearch and Water and Environmental Sustainability program areas. AzaHEC program provides support to educational program partners in academic institutions. Faculty members from the Center for Rural Health received numerous research and project awards through the AzaHEC's Small Grant Program.

Auxiliary Revenue

MEZCOPH operates one service unit, the Office of Information Technology (OIT), which provides network and computing services to the college in collaboration with a number of entities (internal and external to the college) such as the Telemedicine Program, College of Medicine's Computing Support, and University Information Technology Services (UITS). As a

result of this on-site team, the MEZCOPH community receives the quickest and highest quality service at the lowest cost. The annual budget of this service unit is approximately \$300,000.

Designated Revenue

Designated Revenue primarily consists of summer session revenue, consulting activities, fixed price complete revenue and awards generated through the institution for student, faculty or college related activities. Funds generated from the Summer Session course offerings are disbursed through the Outreach College and required to “set aside” a minimum of 17% into student financial aid. An additional 10% is retained by the University’s central offices to offset administrative needs. The final disbursement is allocated to the college of record. We are responsible for the disbursement and monitoring of all funds received in our academic unit. Revenue generated is used to support the College’s faculty academic advising staff, graduate teaching assistants, program related equipment and software.

Indirect Cost Recovery

The current federally negotiated on-campus rate for organized research, instruction and other sponsored activity is 51.5% (off-campus = 26%). The University of Arizona’s Senior Vice President for Research has a standing policy to return a portion of the indirect costs recovered during a fiscal year at the maximum rate of 25%. The lesser the indirect cost rate applied, the smaller the share of return to the college.

MEZCOPH has a long standing policy to share a portion of the indirect costs received as part of the institutional allocations with the divisions and faculty researchers. Faculty researchers receive a minimum of 12.5% from the college IDC allocation on a quarterly basis. Division heads receive \$750 per faculty FTE annually. Funds are to be used at the discretion of the researcher or division administrator per UA policies and procedures.

Restricted Gifts and Endowments

MEZCOPH works with the University of Arizona Foundation (UAF), which is the formal channel for private gifts to the University. MEZCOPH currently maintains a fund balance of over \$1.1 million in restricted gifts and \$10 million in endowed gifts (12/31/11 fair market value). Student scholarships continue to maintain a primary funding focus via annual fund raising activities. FY 2011-2012 student scholarships paid from gifts and endowed funds held at the UAF totaled approximately \$ 150,000. Total stipend payments to students from all funding sources (UA and UAF) total more than \$475,086 annually.

In 2010, a major fund raising event to honor the MEZCOPH’s 10th Anniversary generated more than \$147,000 in scholarship money to be included with the College’s Community Advisory Board (CAB) Scholarship endowment. Additional fund raising activities address the needs of the faculty by providing matching funds for endowed chair hires, faculty startup packages and junior faculty funding needs. A listing of all UAF accounts will be available in the **Resource File 1.6.A.1.**

1.6.B. A clearly formulated school budget statement, showing sources of all available funds and expenditures by major categories, since the last accreditation visit or for the last five years, whichever is longer. This information must be presented in a table format as appropriate to the school. See CEPH Data Template 1.6.1.

TABLE 1.6.B.1 (CEPH Template 1.6.1) Sources of Funds and Expenditures by Major Category, FY2007/2008 to FY2011/2012

	FY2007/2008	FY2008/2009	FY2009/2010	FY2010/2011	FY2011/2012
Income - Source of Funds					
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
Total	\$ 17,144,985	\$ 17,845,737	\$ 17,162,189	\$ 19,332,983	\$ 21,380,005
Expenditures					
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				
Total	\$ 16,607,709	\$ 17,255,905	\$ 16,355,152	\$ 18,840,477	\$ 20,790,594
Surplus/Deficit	\$ 537,276	\$ 589,832	\$ 807,037	\$ 492,506	\$ 589,412

TABLE 1.6.B.1 Detail:**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 10th 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).

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

Not applicable

1.6.D. Identification of measurable objectives by which the school assesses the adequacy of its fiscal resources, along with data regarding the school's performance against those measures for each of the last three years.

- Increase state funding by a minimum of \$3 million dollars

State funding has increased approximately 35% (1.3 million) since the previously submitted self-study document in 2005. And, even with \$1,058,400 in budget cuts since FY0506, the College has shown a stable state allocated base for the past 5 years. Reliance on state resources has shifted during the past few years to alternative funding sources such as income from differential tuition, program fees and summer session revenue.

- Increase the number of donors by 15% each year.

TABLE 1.6.D.1: Number of Restricted Gifts & Donors by Fiscal Year

	2009-2010	2010-2011	2011-2012
Number of Gifts	972	873	934
Number of Donors	259	280	310

- Institutional expenditures per student will be at least \$15,000.

TABLE 1.6.D.2: Institutional Expenditures per Student (FY2009-FY2011)

	FY2009-2010	FY2010-2011	FY2011-2012
Institutional Revenue to the College	\$ 7,169,641	\$ 7,151,301	\$ 7,837,085
Number of Students	264	329	464
Amount per Student	\$ 27,158	\$ 21,736	\$ 16,890

1.6.E. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

STRENGTHS: MEZCOPH met the criterion requiring sufficient resources to fulfill its mission. MEZCOPH received a generous commitment from Central Administration to provide additional resources to the College for faculty recruitment, operational needs and laboratory space

allocation as a result of a superbly negotiated start up agreement for our new dean in FY2007-2008. One million permanent state base budget funds, \$300,000 in graduate tuition scholarships over 3 years, and \$1.16 million in one-time unrestricted funds were allocated to address “program opportunities”. In addition, 10,540 nsf in laboratory, office and student cubicle space was permanently allocated to replace aging laboratory space and provide room for further expansion to our faculty research base. All state allocated and program opportunity funds are being used to hire faculty, provide start up matches and further expand the MEZCOPH resource base in the future.

MEZCOPH has also strengthened its infrastructure to grow its financial foundation. MEZCOPH’s Office of Development now has three staff members. The Director and Associate Director work closely with community members and the UA Foundation to identify and work with donors. MEZCOPH also has an Associate Director of Marketing and Public Relations who has significantly increased the College’s exposure in the community.

To better serve our state, MEZCOPH has expanded into the Phoenix metropolitan area (at the UA’s Phoenix Biomedical Campus) with the college-wide MPH Public Health Practice program. Additional resources have been made available for the Phoenix campus through partnerships with the Outreach College (described earlier), and funding support from Central Administration and AzaHEC. To facilitate the growth and development at the Phoenix campus, the Provost agreed to provide \$75,000 per year through FY2012/2013. The AzaHEC program provided \$185,000 over two years (ending FY2011/2012). The Phoenix program currently operates from a \$400,000 annual budget support from MEZCOPH and central resources.

Opportunities for new resources continue to present themselves through the hard work of our administrators and faculty. The Global Health Institute, established in 2010, supports global health related education, workforce training, career enrichment, and personal interest studies. The GHI also serves as a platform for the exchange and development of ideas, a place to identify potential research partners, and as a central hub for all individuals or entities interested in exploring and evolving the health of our world.

CHALLENGES: A state hiring freeze for new and vacated positions occurred during FY2009-2010 and FY2010-2011 delaying faculty recruitment. This created a challenge regarding faculty resources. At the same time, the Arizona economy suffered greatly with a downturn in the housing market to a greater extent than seen in all but a few states in the nation. Simultaneously, legislative support for higher education dramatically decreased.

Challenges in the financial and space arena continue to present themselves with these budget reductions to our state allocated funding base. Administrative staff positions lost to budgetary cuts are being replaced with alternative funding sources such as designated and indirect costs and bridge support to junior faculty now comes from endowed gifts and unrestricted funds. We continue to provide 50% support to our faculty on a fiscal salary compared with full academic salaries for faculty who are outside the health sciences (equivalent to 75% support on a fiscal salary). Enhancements to our academic programs in the form of instructors, teaching

assistants and academic advisors now need to be supported by funds received from summer school revenue, differential tuition and program fees.

It has been a challenge to maintain the level of philanthropy during the current time of economic recovery from the past recession. However, the number of donors has increased each year. The challenge will be to have the core of donors continue to increase their support to MEZCOPH as the economy improves and the College's need to continue to increase the number of donors.

PLANS: This past year (FY2011-2012) the college was able to stabilize its budget partly based on conservatively projecting increased tuition revenue and is now currently hiring 13 faculty members in new or recently vacated positions in the College. Future goals for college funding have and will continue to shift toward alternative revenue streams. State appropriated funds are now only a part of the instructional funding mix. Incoming faculty will bring fresh ideas to our research, instruction and service programs. Thirteen new faculty members will generate additional revenue in the form of research support dollars, indirect cost distributions to the college from grants and contracts, and program fee/differential tuition income due to the increase of courses being taught and students accepted into our programs.

1.7 FACULTY AND OTHER RESOURCES

1.7.A. A concise statement or chart defining the number (headcount) of primary faculty in each of the five core public health knowledge areas employed by the school for each of the last three years. If the school is a collaborative one, sponsored by two or more institutions, the statement or chart must include the number of faculty from each of the participating institutions. See CEPH Data Template 1.7.1.

Table 1.7.A.1: Headcount of Primary Faculty (CEPH Data Template 1.7.1)

	FY2009/2010	FY2010/2011	FY2011/2012	FY2012/2013*
Biostatistics	7	6	6	7
Environmental Health	6	7	9	10
Epidemiology	10	10	9	13
Family and Child Health	10	9	10	11
Health Behavior and Health Promotion	6	8	12	10
Public Health Policy & Management	9	12	14	16

*Through December 2012. We are currently interviewing for 4 positions.

1.7.B. A table delineating the number of faculty, students and SFRs, organized by department or specialty area, or other organizational unit as appropriate to the school, for each of the last three years (calendar years or academic years) prior to the site visit. Data must be presented in a table format (see CEPH Data Template 1.7.2) and include at least the following information: a) headcount of primary faculty (primary faculty are those with primary appointment in the school of public health), b) FTE conversion of faculty based on % time appointment to the school, c) headcount of other faculty (adjunct, part-time, secondary appointments, etc.), d) FTE conversion of other faculty based on estimate of % time commitment, e) total headcount of primary faculty plus other (non-primary) faculty, f) total FTE of primary and other (non-primary) faculty, g) headcount of students by department or program area, h) FTE conversion of students, based on definition of full-time as nine or more credits per semester, i) student FTE divided by primary faculty FTE and j) student FTE divided by total faculty FTE, including other faculty. All schools must provide data for a), b) and i) and may provide data for c), d) and j) depending on whether the school intends to include the contributions of other faculty in its FTE calculations. **Note CEPH does not specify the manner in which FTE faculty must be calculated, so the school should explain its method in a footnote to this table. In addition, FTE data in this table must match FTE data presented in Criteria 4.1.a (Template 4.1.1) and 4.1.b (Template 4.1.2).**

Please see **Table 1.7.B.1.**

Table 1.7.B.1: (CEPH Data Template 1.7.2) Faculty, Students and Student/Faculty Ratios by Department (schools) or Specialty/Concentration Area (programs) FY2012-2013 (as of fall 2012)

Department and Specialty	HC Primary Faculty*	FTE Primary Faculty*	HC Other Faculty	FTE Other Faculty	HC Total Faculty	FTE Total Faculty	HC Students	FTE Students	SFR by Primary Faculty FTE	SFR by Total Faculty FTE
CEP / Environmental Health Sciences	10	8.26	35	0.35	45	8.61	24	21.4	2.91	2.79
CEP / Public Health Policy and Management	16	11.704	50	0.72	66	12.42	87	70.9	7.43	7.00
Epi & Biostat / Epidemiology	13	12.22	17	0.32	30	12.54	57	51.6	4.66	4.55
Epi & Biostat / Biostatistics	7	6.3	4	0.17	11	6.47	25	21	3.97	3.86
HPS / Family and Child Health	11	9.03	13	0.25	24	9.28	71	61.37	7.86	7.65
HPS / Health Behavior and Health Promotion	10	8.44	20	0.24	30	8.68	37	34	4.38	4.26
Public Health Practice	N/A	N/A	N/A	N/A	N/A	N/A	55	46	N/A	N/A
Undergraduate Program	N/A	N/A	N/A	N/A	N/A	N/A	228	219.3	N/A	N/A

TABLE 1.7.B.1: Faculty, Students and Student/Faculty Ratios by Department (schools) or Specialty/Concentration Area (programs) FY2011-2012

Department and Specialty	HC Primary Faculty*	FTE Primary Faculty*	HC Other Faculty	FTE Other Faculty	HC Total Faculty	FTE Total Faculty	HC Students	FTE Students	SFR by Primary Faculty FTE	SFR by Total Faculty FTE
CEP / Environmental Health Sciences	9	6.93	36	0.36	46	7.29	29	27.0	4.20	4.00
CEP / Public Health Policy and Management	14	9.5	36	0.4	51	9.90	81	66.7	8.50	8.20
Epi & Biostat / Epidemiology	9	8.40	18	0.31	30	8.70	61	55.0	7.20	7.00
Epi & Biostat / Biostatistics	6	5.1	5	0.18	11	5.28	27	24.0	5.30	5.10
HPS / Family and Child Health	10	7.67	11	0.23	21	7.9	70	62.0	9.13	8.86
HPS / Health Behavior and Health Promotion	12	9.83	17	0.21	29	10.04	40	34.7	4.07	3.98
Public Health Practice	N/A	N/A	N/A	N/A	N/A	N/A	46	31.3	N/A	N/A
Undergraduate Program	N/A	N/A	123	N/A	N/A	N/A	110	108.3	N/A	N/A

TABLE 1.7.B.1 Faculty, Students and Student/Faculty Ratios by Department (schools) or Specialty/Concentration Area (programs) FY2010-2011

Department and Specialty	HC Primary Faculty*	FTE Primary Faculty*	HC Other Faculty	FTE Other Faculty	HC Total Faculty	FTE Total Faculty	HC Students	FTE Students	SFR by Primary Faculty FTE	SFR by Total Faculty FTE
CEP / Environmental Health Sciences	7	5.7	16	0.16	23	5.86	24	22.0	4.21	4.10
CEP / Public Health Policy and Management	12	10.31	8	0.22	20	10.53	78	65.7	7.57	7.41
Epi & Biostat / Epidemiology	10	8.8	22	0.54	32	9.34	53	46.0	6.02	5.67
Epi & Biostat / Biostatistics	6	5.6	2	1.1	8	6.7	22	19.0	3.93	3.28
HPS / Family and Child Health	9	8.65	2	0.02	11	8.67	58	52.6	6.71	6.69
HPS / Health Behavior and Health Promotion	8	6	15	0.25	22	6.25	42	37.6	6.67	6.4
Public Health Practice	N/A	N/A	N/A	N/A	N/A	N/A	14	12.3	N/A	N/A
Undergraduate Program	N/A	N/A	N/A	N/A	N/A	N/A	40	35.4	N/A	N/A

TABLE 1.7.B.1 Faculty, Students and Student/Faculty Ratios by Department (schools) or Specialty/Concentration Area (programs) FY2009-2010

Department and Specialty	HC Primary Faculty*	FTE Primary Faculty*	HC Other Faculty	FTE Other Faculty	HC Total Faculty	FTE Total Faculty	HC Students	FTE Students	SFR by Primary Faculty FTE	SFR by Total Faculty FTE
CEP / Environmental Health Sciences	6	4.7	33	0.33	39	5.03	9	8.70	1.91	1.79
CEP / Public Health Policy and Management	9	7.95	24	0.27	33	8.22	67	56.3	8.43	8.15
Epi & Biostat / Epidemiology	10	8.8	19	0.19	29	8.99	50	43.7	5.68	5.56
Epi & Biostat / Biostatistics	7	6.6	6	0.1	13	6.7	17	15.3	2.58	2.54
HPS / Family and Child Health	10	8	18	0.18	28	8.18	47	42.0	5.88	5.75
HPS / Health Behavior and Health Promotion	6	5.1	24	0.24	30	5.34	36	32.7	7.1	6.74
Public Health Practice	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A
Undergraduate Program	N/A	N/A	N/A	N/A	N/A	N/A	38	38.0	N/A	N/A

*Primary faculty FTE was determined for the tenure-eligible and non-tenure faculty members by the percent of salary support that they had from state and extramural sources at the time of the review. Other faculty FTE was determined by assigning 0.01 FTE as a base and 0.05 FTE for being on student committees and 0.10 FTE if they provided college-level service too.

1.7.C. A concise statement or chart defining the headcount and FTE of non-faculty, non-student personnel (administration and staff).

Please see **Table 1.7.C.1** below:

TABLE 1.7.C.1: Non-Faculty and Non-Student Personnel Headcount

Employee Classification	Headcount	FTE Count
Classified Staff	88	73.19
Professional	35	32.58
Total Non-Faculty and Non-Student Personnel for FY2011-2012	123	105.77

1.7.D. Description of the space available to the school for various purposes (offices, classrooms, common space for student use, etc.), by location.

Currently, MEZCOPH conducts business from nine locations in the Tucson and Phoenix metropolitan areas. Allocated and leased space assigned to the College totals at 44,219 net square feet (nsf). The primary location for instruction, administration, meeting and faculty/staff office space is the assigned 18,571 nsf in the Drachman Hall facility (Bldg. 202) located in Tucson.

In addition to assigned space, the MEZCOPH has access to 39,068 nsf of shared space to meet the instructional needs of the college. The Phoenix downtown campus offers access to shared space in four buildings (3,941 nsf). The Arizona Health Sciences Center campus in Tucson offers an additional 7,342 nsf. Finally, Drachman Hall (Bldg. 202 on the AHSC campus) offers on site access to 27,785 nsf shared instructional space (housed on the first level of the facility) specific to the colleges of public health, pharmacy and nursing. This shared instructional space provides 3 lecture halls for 128 students each, one 30 workstation distributed learning classroom, 2 interactive learning classrooms with 60 workstations, 2 interactive learning classrooms with 40 workstations, one interactive learning classroom with 20 workstations, and 12 breakout or discussion rooms. The College also offers a 21 workstation computing lab reserved specifically for our public health students and instructors. Finally, the College offers an on-site wellness room sponsored by the Canyon Ranch Center for Prevention and Health Promotion in the Drachman Hall facility. Public Health employees and students can participate in a variety of physical activities for the enhancement and promotion of individual wellness in the workplace.

Listing of Space Allocation to the College by building # and location:

Bldg. 202 - Drachman Hall, 1295 N. Martin Avenue, Tucson, COPH offices and meeting space (18,571 nsf) plus shared instructional space (27,785 nsf)

Bldg. 209 - Biomedical Research Labs (BRL), Suites B110-B115, D102-D103, and F108-115 (5,587 nsf)

Bldg. 228 - 1145 N. Campbell, Tucson (1,648 nsf)

Bldg. 241 - Medical Research Building (MRB), Wing 130 (6,365 nsf)

Bldg. 406A - Tucson Medical Square, 1601 N. Tucson Blvd, Suite 23, Tucson (1,095 nsf)

Bldg. 477 - 1632 E. Lester St., Tucson (2,118 nsf)

Bldg. 479 - 1540 E. Drachman, Tucson (1,720 nsf)

Bldg. 482 - 2302 E. Speedway, Tucson (5,749 nsf)

Bldg. 3007 - 714 East Van Buren, Phoenix, AZ (1,366 nsf)

Bldg. 241 - Medical Research Building (MRB) and Bldg. 209 - Biomedical Research Laboratories (BRL) provide a total of 11,952 nsf in wet/dry laboratory space, classrooms, meeting, and research/laboratory support space for the MEZCOPH. Building 241 also offers access to space jointly held by all building occupants such as the freezer room, an equipment storage room and hazardous waste drop-off facility.

Bldgs. 228, 477, and 479 are university owned buildings on the Arizona Health Sciences Center campus in Tucson. Each location supports the research activities and provides additional office space for the Global Health Institute, Center of Excellence in Women's Health, Prevention Research Center, etc. Projects housed at these sites receive state, local, federal and gift support. Building 477 also offers access to a lactation room for mothers who are working or students in the university community.

Bldgs. 406A and 482 are leased properties adjacent to the University of Arizona campus supporting the Women's Health Initiative, Canyon Ranch Center of Prevention and Health Promotion, and the Arizona Smokers Helpline (ASHLine). Projects housed at these sites receive state, federal and gift support.

Bldg. 3007 is located on the Arizona Health Science's Phoenix campus. This newly revamped building provides a suite for our MEZCOPH faculty residing in and rotating through the Phoenix campus. Facilities offer access to adjacent instructional and meeting space.

Floor plans for leased and allocated space can be found in **Resource File 1.7.D.1**.

1.7.E. A concise description of the laboratory space and description of the kind, quantity and special features or special equipment.

MEZCOPH laboratory space includes the Medical Research Building (MRB) adjacent to Drachman Hall and the Biomedical Research Laboratory (BRL) located adjacent to the hospital. The MRB is a state-of-the-art facility containing 6,365 net square feet of open, shared core facilities, wet labs, and faculty/student office space designed to maximize collaborative research and interaction among students and faculty. The MRB houses significant infrastructure and tools for studying industrial hygiene, indoor environmental surveillance, and biological exposure assessments. The research office space includes five offices for faculty, a copy room with IKON copier, two conference rooms available by appointment, and twelve student cubicles. All MEZCOPH/CEP computers at MRB have been equipped with Ethernet and/or wireless. These computers are equipped with a wide variety of software, including Microsoft Office, ArcGIS, S-PLUS, STATA, and MATLAB. The computers are connected to a Local Area Network, which provides access to back-up servers and laser printer(s). For a detailed description of the laboratory space in each building, please see **Appendix 1.7.E.1**.

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

MEZCOPH's computing infrastructure is built upon 10 servers running Windows 2003 and Windows 2008. These servers are used for a variety of purposes including web hosting, database management, file sharing, authentication, virtual private networking (VPN), network printing, and other special project specific applications. Servers used for production use are housed in the data center of the Computer Center building. These are monitored and backed up by the staff of the university's central information technology unit, UITS. The campus network is protected by a perimeter firewall and the MEZCOPH network within the campus network is further protected by another firewall. Access to MEZCOPH computing resources from outside the physical spaces allocated to the college requires a virtual private network encrypted connection. Business continuity support is provided via a replicated data center approximately seven miles from the main campus location. Development and test servers are located in Drachman Hall, home of MEZCOPH.

The College's faculty and staff use approximately 250 personal computers acquired through the division, college or research-funded resources. These are mostly Windows based systems, with a few Macintoshes, connected to the network in a variety of ways depending on location. The total number of sites requiring IT support is eight, including the Phoenix campus, as some faculty members and project teams are in other University owned or leased facilities. On-campus locations have network speeds of 100 megabits/sec. One remote site uses a wireless (point to point) connection to establish connectivity, and the remainder uses DSL or T1 connections. Network access to the Phoenix campus is provided by the UITS, and is logically seen as an extension of the University of Arizona network. Within Drachman Hall, which is on the campus backbone network, voice over IP (VoIP) technology is used, which allows for both telephone and data service over the same set of wires. Secure wireless data networking is also being utilized in and around the building, complementing the wired data connection points within the building.

In Drachman Hall, a computer lab used for training and public health specific instructional needs, is equipped with 21 Windows computer stations and is available solely for use by MEZCOPH faculty, students and staff. Additional student access to computing technology is facilitated through the Arizona Health Sciences Center's library. These facilities provide students with access to special technologies, such as multimedia equipment and special software, along with local and Internet resources. Also, UITS and the Integrated Learning Center, on the main campus, provide similar access to computing labs and resources. A 24/7 help desk is available for technical support.

Classrooms in Drachman Hall are all equipped with projection equipment attached to the speaker's podium that contains a computer, an overhead ELMO projector and other media players. Three of the classrooms are videoconference capable and are able to have real time conferencing with other external locations that are videoconference capable. Portable videoconferencing units are also available for use in conference and meeting rooms.

Courses and curricula at the University of Arizona are made available online using the Desire to Learn (D2L) learning management system. Other continuing education and certificate courses are delivered using the Moodle open-source learning management system. MEZCOPH is in the process of acquiring TRAIN in collaboration with two other state agencies for delivery of materials for public health trainings.

The IT office is staffed by a Director, a Web Program Manager, a Web Designer/Developer, a Senior IT Support Analyst and an IT Support Analyst. The director has been in the IT industry for over 30 years mainly in higher education and healthcare settings and has been at MEZCOPH for over 10 years. The Web Program Manager is responsible for the web based applications and technologies used in the college along with project management. He has been working in information technology for ten years and has an MBA. The Web Developer/Designer is responsible for the design of the websites and keeping the content of the websites up to date. The IT Support Analysts are responsible for client, desktop, server and network support.

1.7.G. A concise description of library/information resources available for school use, including a description of library capacity to provide digital (electronic) content, access mechanisms, training opportunities and document-delivery services.

The University of Arizona offers 3 primary libraries on the main campus, 1 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 AHSC - Tucson library is located on the north campus and serves the colleges of nursing, medicine, pharmacy and public health. The AHSC - Phoenix library is located on the downtown campus serving the colleges of medicine, pharmacy and public health. The AHSC Library's collections offer access to 9,346 e-journals supporting AHSC clientele, 83,610 campus wide e-journals, 116 print journals, 217,424 volumes, 97,054 titles and 134 databases. Both campus locations provide computer labs and comfortable spaces for small group collaboration and quiet studying.

Five years ago the librarians located on the AHSC campus began offering a liaison program. Librarians were re-located from the library facility into the AHSC colleges to support students, faculty and researchers. MEZCOPH currently has 2 rotating liaison librarians housed in Drachman Hall. On-site liaisons provide the following services to our college:

Faculty and Staff:

- Conduct comprehensive literature searches for grant proposals and publishing.
- Provide course integrated instruction to support student coursework - research papers or class assignments.
- Provide curriculum support with access to resources.
- Facilitate access to resources and mitigate access issues.

Students:

- Provide hands-on training to develop research skills using scholarly library resources such as the databases (i.e. MEDLINE, PubMed) and biographic management programs (EndNote Web).
- Assist with coursework and research assignments.

Other:

- Develop and implement outreach activities to promote access to health information and library resources.
- Participate in community-campus partnerships for public health practice and promotion.

When the liaisons are not teaching or meeting with clients, they assist with email reference questions, many of which are coursework related for students or grant preparation or publishing opportunities for faculty and staff. They also work on developing information services for the online certificate programs or online delivered courses. This year, access to the library through D2L was implemented. Help is provided to facilitate access to library resources for curriculum support, principally D2L video streaming, or in general mitigate access issues (can't download articles, find books, borrow items etc). The librarians help facilitate access for visiting scholars/faculty. Our liaison is also part of the library's Outreach Services team and partner with, or support faculty researchers in MEZCOPH, COM and CON on community-based projects or programs that integrate information services and/or access to information resources for underserved communities and populations. This includes training *promotoras*/community health workers, public librarians, and public health professionals. The librarian also provides library workshops for the CDC Border Health Fellows and FrontLINE Intern programs, as well as the MEZCOPH Summer Youth Institute.

1.7.H. A concise statement of any other resources not mentioned above, if applicable.

MEZCOPH has access to the statewide Arizona Telemedicine Program to enhance communications and real-time shared instruction between the two campuses and to support other statewide communication. A Memorandum of Agreement was used to create a state-of-the-art training room at the Arizona Department of Health Services building in Phoenix. The room is equipped with a smart screen and wireless internet for trainees and cameras and microphones for teleconferencing throughout the state. It supports our outreach efforts for workforce development. The Arizona Public Health Training Center within MEZCOPH has also licensed the Train.Org Learning Management system for additional workforce development and manages this site for the multi-state WIC training that is directed by the ADHS and for the training of staff who are employed by the Arizona Health Care Cost Containment System (AHCCCS), Arizona's Medicaid/Medicare Program.

1.7.I. Identification of measurable objectives through which the school assesses the adequacy of its resources, along with data regarding the school's performance against those measures for each of the last three years.

- Increase research and teaching space square footage by 50% from 2005.

Please see **Table 1.7.I.1** for MEZCOPH Space Inventory. In the years since the 2005 Self Study, MEZCOPH has been able to release antiquated laboratory space back into the University's inventory and acquire much needed, state of the art laboratory space as a replacement. MEZCOPH released 13,613 nsf in antiquated wet and dry laboratory space. However MEZCOPH gained 11,952 nsf in new and improved facilities to accommodate faculty research.

TABLE 1.7.I.1: MEZCOPH Space Inventory

Building #	Building Name	Net Square Feet			
		FY0405	FY0910	FY1011	FY1112
151.03	Babcock Building C	614	---	---	---
201	College of Medicine	2,985	---	---	---
202	Drachman Hall	---	18,571	18,571	18,571
209	Biomedical Research Labs (BRL)	1,369	5,587	5,587	5,587
219.03	1821 E. Elm Street	1,185	---	---	---
219.04	1807 E. Elm Street	1,619	---	---	---
228	Campbell Avenue Building	1,648	1,648	1,648	1,648
241	Medical Research Building (MRB)	---	6,365	6,365	6,365
298	240 W. Osborn, Suite 200 (Phoenix)	1,952	---	---	---
405	2501 E. Lee Street	2,747	---	---	---
406A	Tucson Medical Square	---	1,095	1,095	1,095
425	1834 E. Mabel Street	2,041	---	---	---
445	2501 E. Elm Street	4,851	---	---	---
459	2231 E. Speedway Blvd.	1,702	---	---	---
468	1435 N. Fremont Avenue	13,613	---	---	---
477	Lester Street Building	2,118	2,118	2,118	2,118
479	Drachman Street Building	1,720	1,720	1,720	1,720
482	Arizona Smokers Helpline	4,662	4,800	5,749	5,749
510	8619 S. Avenida del Yaqui (Guadalupe, AZ)	1,500	---	---	---
512	10510 N. 93 rd Street, #100 (Scottsdale, AZ)	1,191	---	---	---
541	500 N. Tucson Blvd.	977	---	---	---
543	48 N. Tucson Blvd.	485	---	---	---
n/a	7904 S. Camino Cocomim	1,500	---	---	---
n/a	1218 E. Yandell (El Paso, TX)	590	---	---	---
n/a	1932 11 th Street (Douglas, AZ)	140	---	---	---
3001	College of Medicine Phoenix Campus	248	---	---	---
3007	Bldg #4, Bear Down Building Phx Campus	---	257	1,366	1,366
201	College of Medicine (shared instructional space)	15,194	2,350	2,350	2,350
202	Drachman Hall (shared instructional space)	---	27,785	27,785	27,785
203	College of Nursing (shared instructional space)	---	1,779	1,779	1,779
207	College of Pharmacy (shared instructional space)	---	1,840	1,840	1,840
222.01	Arizona Cancer Center (shared instructional space)	---	2,739	2,739	2,739
3001	Arizona Biomedical Collaborative Phx Campus (shared instructional space)	---	373	373	373
3002.01	College of Medicine Phx Campus (shared instructional space)	---	1,762	1,762	1,762
3007	Bldg #4, Bear Down Building Phx Campus (shared instructional space)	---	---	440	440
	Total Net Square Feet	66,687	80,789	83,287	83,287

1.7.J. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

STRENGTHS: MEZCOPH is currently in the process of hiring or interviewing for thirteen faculty positions across all departments, ranks, and concentration areas. All recruiting should be finalized prior to the site visit in February 2013. This influx of new blood should further enhance and develop our research, service and instructional base. Some of the senior faculty recently hired brought research grants to the University of Arizona as part of their move. Others will be able to submit proposals for funding and, when doing so, will be able to assist junior faculty in obtaining research support. Our teaching and research space has increased dramatically since 2005 and MEZCOPH now has access to additional teaching space as it develops undergraduate general education courses. The Associate Dean for Research recently hired a staff member for her office to assist junior faculty with proposal submissions and research related activities. That office continues to support IRB duties.

CHALLENGES: New faculty members will also bring challenges to MEZCOPH in regard to space and support staff. It will be necessary to seek additional off-site leased space for newly funded community based projects and on-campus space for laboratory based research. Information technology (IT), academic support services, administrative, and financial support offices will need to be reviewed and re-organized as needed to accommodate the needs of the faculty and research support staff.

PLANS: Support to the college's infrastructure will be evaluated annually to ensure faculty and administrator needs continue to be met. As the college grows and technology becomes more pervasive, the Information Technology Support office will need additional staff to provide support for the college-wide infrastructure of networked computer systems along with program specific initiatives, instructional, research and outreach activities. Increasing support to this service unit is critical to the success of our college. The ever changing environment in technology and compliance requirements necessitate that we provide additional services for mobile devices, cloud computing, data management, lecture capture, multiple learning management systems and particularly security administration. Increasing use of these and other technologies is required in achieving the goals of the college making investments in this area critical to maintaining and strengthening current levels of excellence and competitiveness. The Office of Student Services and Alumni Affairs recently expanded their undergraduate advising staff to accommodate growth in the program. Additional planning is required to better assist our faculty and serve students as programs evolve. The Finance Office will require additional support staff in the accounting and human resource areas. Additional faculty translates to a volume of paperwork for hiring, payroll, research grant and contract support, proposal submissions, etc. Recent changes at the institutional level to all human resource and financial systems have resulted in a redirection in work flow down to the college and divisions. Administrative support in the divisions and administrative offices will be reviewed and enhanced to meet faculty needs. Administrative assistants have also seen the change in work flow due to system changes. Continued development training will remain a priority. MEZCOPH is in the process of hiring a new administrative staff to support the divisions.

1.8 DIVERSITY

1.8.A. A written plan and/or policies demonstrating systematic incorporation of diversity within the school. Required elements include the following:

- i. **Description of the school's under-represented populations, including a rationale for the designation.**
 - ii. **A list of goals for achieving diversity and cultural competence within the school, and a description of how diversity-related goals are consistent with the university's mission, strategic plan and other initiatives on diversity, as applicable.**
 - iii. **Policies that support a climate free of harassment and discrimination and that value the contributions of all forms of diversity; the school should also document its commitment to maintaining/using these policies.**
 - iv. **Policies that support a climate for working and learning in a diverse setting.**
 - v. **Policies and plans to develop, review and maintain curricula and other opportunities including service learning that address and build competency in diversity and cultural considerations.**
 - vi. **Policies and plans to recruit, develop, promote and retain a diverse faculty.**
 - vii. **Policies and plans to recruit, develop, promote and retain a diverse staff.**
 - viii. **Policies and plans to recruit, admit, retain and graduate a diverse student body.**
 - ix. **Regular evaluation of the effectiveness of the above-listed measures.**
-

1.8.A. A written plan and/or policies demonstrating systematic incorporation of diversity within the school.

A core value of MEZCOPH is appreciation and celebration of diversity in its many forms. This is reflected in the recruitment of students, staff and faculty as well as through the range of educational and training offerings provided. Additionally, the College-wide Committee on Inclusion and Equity (CIE) has been empowered to review and monitor progress on diversity related to students and employees. The following pages describe the state of diversity within our institution, and the current policies and plans that are in effect to address this area.

1.8.A.i. Description of the school's under-represented populations, including a rationale for the designation.

MEZCOPH has a long and significant history of foundational commitment to the role of a diverse public health workforce in addressing the needs of an increasingly heterogeneous nation and world, and specifically to meet the challenges that are unique to our own geopolitical position in the American Southwest. MEZCOPH's Diversity Committee has historically focused on issues of gender, age, race, and ethnicity. However, MEZCOPH has also long recognized the multi-dimensional and complex nature of diversity as it is demonstrated in our communities, and has attempted to identify precisely some of these priority under-represented populations. Therefore, early this year, MEZCOPH Diversity Committee adopted a more comprehensive approach to diversity and changed its name to the "Committee on

Inclusion and Equity” (CIE) to reflect the new vision. Specifically, the CIE has identified under-represented populations to be monitored for future progress as described in **Table 1.8.A.1**.

The impact of proposition 107: In November 2010 voters in Arizona passed Proposition 107 to amend the Arizona Constitution to ban affirmative action programs that give preferential treatment to or discriminate against any individual or group on the basis of race, sex, color, ethnicity or national origin in the operation of public employment, public education or public contracting. While Proposition 107 is now the law in Arizona, MEZCOPH has recently adopted a broad definition of diversity including, but not limited to, race, ethnicity, gender, gender identity, sexual orientation, gender expression, disability, nationality, language, religion, and socio-economic background as described in **Table 1.8.A.1**.

The current report deals principally with issues of gender, age, and race/ethnicity, in part because there are passive systems in place to capture these data across students, faculty and staff. However, to supplement employee and student records, an inclusion survey (**Appendix 1.8.A.i.1**) developed by the CIE was administered in October measuring the domains listed in the table. The survey was adapted from a template provided by the Office of the President, Programs for Inclusive Excellence. Permission was granted to implement the survey with faculty, staff and students given that it is voluntary and anonymous. This supplemental data collection will serve to nuance and refine our goals and monitor our progress in the area of equity and inclusion.

The rationale for the selection of populations identified in **Table 1.8.A.1** is based on their status as nationally recognized protected populations, such as people with disabilities, as evidenced by the Americans with Disability Act (ADA) and ethnicity, race and gender as evidenced in the Civil Rights Act. Other categories such as first graduate college attendance and rural background have been selected as under-represented as a result of recommendations by the CIE.

TABLE 1.8.A.1: Under-represented Populations as newly defined by the CIE

Category	Definition
Disability	Person with documented disabilities.
Ethnicity	Hispanic or Latino.
First college attendance	First member of a family to attend college.
First graduate college attendance	First member of a family to attend a graduate college program.
Foreign birth	Born in a country other than the U.S.
Gender	Female, male, transgender or other. Other is self-determined.
International status	Student, staff or faculty member in the United States on a visa.
Military status	Active military, veteran or reserves.
Race	American Indian or Alaska Native, Black or African American, Native Hawaiian or other Pacific Islander.
Rural background	Reside in a rural area.
Sexual orientation	Lesbian, gay, bisexual, transgender, or questioning.

1.8.A.ii. A list of goals for achieving diversity and cultural competence within the school, and a description of how diversity-related goals are consistent with the university's mission, strategic plan and other initiatives on diversity, as applicable.

Achieving diversity through the recruitment and retention of Arizonans and people of the greater Southwest as well as throughout the increasingly diverse United States and into global settings, MEZCOPH strives to achieve diversity in its student body and employees and to prepare and strengthen the public health workforce through the following goals and objectives.

Instructional Goal 1 is to recruit and develop a diverse and robust academic community.

- Objective 1.2 states, 33% of applicants, 33% accepted, and 33% matriculated graduate students will be from the Southwest.
- Objective 1.3 states that at the graduate level ensure that 40% of applicants, accepted, and matriculated students will represent a diversity of racial and ethnic groups, as measured by underrepresented US minorities and international students.

Research Goal 1: To conduct and disseminate research with an emphasis on diverse populations and the Southwest

- Objective 1.2 At least 50% of grants or contracts focus on health disparities, diverse populations (Hispanics, American Indians, rural, under-served), or the Southwest (Arizona, New Mexico, Colorado, and Texas).

Organizational Goal 1 is to actively maintain a stable, fair and equitable organization that supports the programs, practice and policies of MEZCOPH.

- Objective 1.1 is shared governance and carried out in accordance with MEZCOPH bylaws through the establishment of the following standing committees: Faculty Assembly, Academic Professionals (AP) Forum, Staff Advisory Council, and the Diversity Committee (now named the Committee on Inclusion and Equity).

Organizational Goal 3 is to stand as a model of equity and inclusion by creating a scholarly community that understands values and respects all individuals so students, faculty and staff can achieve their full potential as public health leaders.

- Objective 3.1 is for all faculty searches will have documented evidence of efforts to obtain a diverse pool of applicants.
- Objective 3.2 is to continuously review and monitor the diversity of MEZCOPH faculty, appointed and/or administrative personnel and staff.

Additional measurable goals that specifically address diversity targets (Criterion 1.8.E) are:

Diversity Goal 1 is to have an undergraduate student body that includes at least 40% underrepresented minority students.

Diversity Goal 2 is to have 20% of the master and doctoral students be the first from their family to be in a graduate program.

Additional diversity goals will be developed based on our expanded assessment of diversity as newly established by the CIE.

The overarching mission of the University of Arizona guides all our efforts at MEZCOPH to provide a comprehensive, high-quality education that engages our students in discovery through research and broad-based scholarship. Comprehensiveness encompasses the inclusion of a myriad of perspectives from people of various backgrounds and experiences. Within the Office of the President of the UA, is the Office of the Assistant Vice President for Inclusive Excellence, which serves as a focal point for campus diversity efforts throughout the institution <http://www.arizona.edu/diversity>. This office's function is to use empirically based research findings and best practices to advise the President on methods to continually embed diversity, equity, and inclusion in the core of the University's mission. The Assistant Vice President for Inclusive Excellence has provided consultation and resource materials to the MEZCOPH and its CIE. This Office has provided a template for a MEZCOPH inclusiveness and equity survey to be administered to students and employees. Moreover, they have provided useful tools including a checklist and strategy list to promote the recruitment of diverse faculty. Web-based and in-person trainings for search committees on issues of unconscious bias in the hiring process have been developed and are currently being implemented in a phased fashion throughout the institution. Another demonstration of the University's commitment to diversity is evident in the Strategic Priorities Faculty Initiative (SPFI) designed to provide temporary financial support to academic departments to hire strategically identified faculty and or their partners/spouses. MEZCOPH has drawn on these institutional resources to support the hire of faculty. The SPFI is administered collaboratively through the Associate Provost's Office of Faculty Affairs.

Finally it is notable that Dr. Garcia, who is a co-chair of the MEZCOPH CIE, is a founding member and current chair of the Diversity Action Resource Team, an appointed campus-wide group that is advisor to the President on issues of institutional equity and inclusion. In this capacity, he has been critical in the design and implementation of some of the campus-wide initiatives described above, providing a unique context to MEZCOPH's initiatives.

1.8.A.iii. Policies that support a climate free of harassment and discrimination and that value the contributions of all forms of diversity; the school should also document its commitment to maintaining/using these policies.

The MEZCOPH Committee on Inclusion and Equity is governed by the same practices and policies as the UA as outlined in the following link: <http://www.arizona.edu/diversity/policies-statements>. The Non-Discrimination and Anti-Harassment Policy prohibits discrimination, including harassment and retaliation, by University employees, students, contractors, or agents of the University and by anyone participating in a University sponsored activity against an individual based on a protected classification. Protected classification includes race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or other protected category. The University also prohibits retaliation because an individual has engaged in a protected activity. All MEZCOPH employees participate in a mandatory online education which is monitored for completion (<http://equity.arizona.edu/education/harassment>). The University Office of

Institutional Equity oversees all allegations of gender, racial, ethnic, religious and sexual orientation discrimination (<http://equity.arizona.edu/>). The policy is included in the Student Handbook which all students receive upon enrollment in MEZCOPH.

MEZCOPH works with the UA Human Resources Office to support employees within and outside the workplace. Numerous resources are available to assist and help retain employees, including faculty (http://www.hr.arizona.edu/employee_resources). Examples of these resources include the Center for Professional Development, Employee Career Advising, a supportive family care policy and supportive environment for military leave.

MEZCOPH recently reviewed salaries among its faculty members to determine if there were any systematic differences based on sex or race/ethnicity. Although MEZCOPH does not consider this to be a complete analysis due to the limited number of faculty in each group and therefore was not able to control for the numerous factors that have been discussed in the literature, such as area of specialty and years in rank, it was considered to be important to “take a look.”

MEZCOPH is completely committed to equity and therefore has reviewed faculty salaries based on gender and race/ethnicity by professor rank (**Table 1.8.Aiii**). On average, the mean salaries of MEZCOPH faculty members are comparable regardless of gender or race/ethnicity. Any differences are attributed to the number of physicians at each rank.

TABLE 1.8.Aiii: MEZCOPH Salary Comparisons by Sex and Race/Ethnicity

Faculty Position	Sex		Race/Ethnicity	
	Female Mean salary	Male Mean salary	White Non-Hispanic Mean salary	Other Mean salary
Assistant	\$82,581	\$86,915	\$84,846	\$84,539
Associate	\$106,480	\$111,389	\$108,822	\$108,333
Professor	\$173,174	\$164,908	\$166,704	\$175,425

The UA is an affirmative action institution. At MEZCOPH, a student who believes she/he has experienced discrimination or sexual harassment can contact the Equal Opportunity and Affirmative Action Office. She/he will be transferred to an individual with expertise in these areas for confidential advice on handling the situation and for information on filing a written complaint.

In addition, an ADA/504 Officer is available to provide information and advice on the Americans with Disabilities Act. The Equal Opportunities and Affirmative Action Office maintains a homepage for information on discrimination, including sexual harassment and the ADA (http://equity.arizona.edu/equal_employment_policy).

1.8.A.iv. Policies that support a climate for working and learning in a diverse setting.

MEZCOPH employs the policies as set by the University of Arizona for student and employee conduct. For students, the purpose of education is to promote growth in a number of domains

including intellect and social and ethical reasons. Academic settings are designed for intellectually stimulating discussion based on an open and honest attitude that facilitates affirmative change and holds the rights of others in high regard. This has been codified by MEZCOPH's Matriculation and Progress Standards (Appendix 2.4.A.1). Public Health students must also abide by the UA Student Code of Conduct <http://deanofstudents.arizona.edu/studentcodeofconduct> delivered in course syllabi and the MEZCOPH Student Handbook.

MEZCOPH considers disability to be a component of diversity and as such, welcomes disabled students, faculty and staff within its community. The College collaborates with the University's Disability Resource Center (DRC) to create educational environments that are usable, equitable, sustainable and inclusive, encouraging faculty to utilize DRC course design and assessment guidance. Similarly, students, staff and faculty are encouraged to avail themselves of the services provided by the DRC and to request accommodations necessary for their success (<http://drc.arizona.edu/>).

Standards are equally applied to employees to support a diverse setting as Described in 1.A.iii.

1.8.A.v. Policies and plans to develop, review and maintain curricula and other opportunities including service learning that address and build competency in diversity and cultural considerations.

The college-wide Education Committee is responsible for the development, review and maintenance of course work and educational opportunities that develop cultural competency. Competencies that target diversity and cultural competency are identified as key outcomes for the degree programs.

1.8.A.vi. Policies and plans to recruit, develop, promote and retain a diverse faculty.

MEZCOPH advertises open positions through a variety of sources to obtain a diverse applicant pool and to assist us with targeting advertisements toward underrepresented faculty groups. Sources include: Academic Keys, PublicHealthjobs.net, Chronicle of Higher Education (generally used for junior faculty), Public Health Employment Connection, Hispanic-Serving Health Professions Schools, Global Health Career Network, Tedjobs.com, Health Services Research (public health policy and management), International Society for Pharmacoeconomics and Outcomes Research, Society for Medical Anthropology, Mathjobs.com, Tesla-jobs, Nobel-jobs, Turing jobs, University of Florida Biostatistics job board, Purdue biostatistics job board, University of Washington biostatistics job board, American Association of Health Behavior, Centers for Disease Control Prevention Research Centers, Society for Behavioral Medicine, Native American/Latino Caucus, and community-university partnerships. In addition to these, advertisements are forwarded to LISTSERVS identified by the search committee members. Furthermore, all MEZCOPH search committees must include members from diverse backgrounds who are capable of objectively evaluating applicants.

MEZCOPH actively works to retain faculty and several of the in-house activities that are provided under Criterion 4.2.B including monthly faculty development lunches and the National Science Foundation funded ADVANCE Program. Other career development activities take place within divisions and sections between faculty members and their mentors. Annual performance reviews also provide timely feedback to faculty that support and focus their future workloads so they can advance their careers. MEZCOPH has also supported faculty who have had personal hardships by endorsing and approving one-year stoppages of tenure clocks.

1.8.A.vii. Policies and plans to recruit, develop, promote and retain a diverse staff.

The CIE has developed a nine-item inclusion and equity survey for MEZCOPH employees (appointed personnel, classified staff and faculty) and students. Select items were drawn from a template provided by the Office of the Assistant Vice President for Inclusive Excellence. The diversity categories match the under-represented categories defined at the beginning of this section. The survey is designed to supplement the existing data we have from student and employee records. Together these data will contribute to the development of College-specific policies and plans for recruitment and retention of employees and students.

1.8.A.viii. Policies and plans to recruit, admit, retain and graduate a diverse student body.

In our continuous effort to recruit an experientially and ethnically diverse student body, MEZCOPH participates in a number of recruitment events throughout the year. These events and activities are outlined in section 4.3.a. Through collaboration with the University of Arizona Graduate College, MEZCOPH participates in additional recruiting venues outlined in **Appendix 1.8.A.viii**

The undergraduate program is a regular participant in the main university-wide recruitment activities including Arizona Road Trip, High School Counselor Days, National Scholar Day, Outstanding Junior Day, Peter and Pat Likins Day, Phoenix Junior Night, Senior Evenings, Transfer Advisor Breakfasts, Transfer Up Close and UA Up Close. Other efforts include attendance at the Pima Community College advising fair once or twice a year, the Meet Your Major Fair for undecided students once a year, and the scheduled college information sessions.

An undergraduate lecturer who oversees advising maintains a close working relationship with other advisors (especially the Pharmacy, Nursing, Physiology, Pre-Health professions) on campus. Major emphasis is given to informing their students about public health as a career/major and presenting at the health profession's clubs. One of the strengths of MEZCOPH lays in its service to communities throughout Arizona that are comprised of underrepresented groups. Given MEZCOPH's strong faculty and service activities, MEZCOPH will continue to successfully recruit students from these groups.

Retention of students has been a priority in the undergraduate program. One-on-one advising with the advisors serves as the primary retention tool. Students are encouraged to begin working with their advisor at orientation and are advised to continue this relationship through

graduation. Students who experience academic difficulties or who are placed on probation are scheduled for mandatory appointments with the Assistant Director of Undergraduate Advising and advisor to identify strategies and/or resources to improve their performance.

1.8.A.ix. Regular evaluation of the effectiveness of the above-listed measures.

The CIE reviews and monitors progress on the diversity goals and objectives in cooperation with the Office of Academic Affairs, the Office of Student Services and Alumni Affairs and the Evaluation Committee which have representatives on the CIE. Annual data are available for our outcomes and were presented in MEZCOPH's Academic Program Review in 2010 (**Resource File 1.8.A.ix**).

1.8.B. Evidence that shows the plan or policies are being implemented. Examples may include mission/goals/objectives that reference diversity or cultural competence, syllabi and other course materials, lists of student experiences demonstrating diverse settings, records and statistics on faculty, staff and student recruitment, admission and retention.

MEZCOPH has a deep commitment to improving and celebrating the diversity of students, faculty, staff, academic professionals and administrators, as well as insuring intellectual diversity and an education that values diversity. Thus, MEZCOPH consistently addresses how diversity is incorporated into instruction and the fabric of its student body and faculty membership. Evidence that its plans and policies are being appropriately implemented is provided by data that supports its value statement that directly includes diversity as one of its core values (**Criterion 1.1.B**). MEZCOPH also has several institutional goals and objectives that articulate its commitment to diversity. These include its first instructional goal, "To recruit and develop a diverse and robust academic community." Also, Research Goal 1 states that MEZCOPH puts an, "emphasis on diverse populations and the Southwest." Similarly, the organizational Goal 3 focuses on having, "Equity and inclusion by creating a scholarly community that understands values and respects all individuals."

MEZCOPH values diversity in the broadest sense of the word and in addition to recruiting academically well-prepared students, seeks to admit an experientially diverse and community-engaged student body as well. While difficult to quantify these characteristics in our student body, there are indicators that we have been very successful in this regard. For example, for the past five years, one third of the University's Returned Peace Corps Volunteer (RPCV) Fellows are MEZCOPH students. The UA RPCV Program is the 2nd largest program of its kind. Beginning in 2007, MEZCOPH students have planned and hosted an annual comprehensive Social Justice Symposium, complete with well-known keynote speakers, breakout sessions, and poster presentations. MEZCOPH students have won the Peter Likins Inclusive Excellence Award twice since the past accreditation for these efforts and others to promote diversity and an inclusive learning environment.

Student Instruction

MEZCOPH recognizes the importance of providing students with access to a public health education that prepares individuals for a lifetime of learning and serving an increasingly diverse national and global population. For this reason, since our establishment, we have required students to take courses that include considerations of culture and diversity as central themes in public health. Many of these offerings are required for the various degree programs and concentrations and thus a broad range of students are exposed to this content.

A sample of courses addressing diversity content is presented in **Table 1.8.B.1**. In addition, MEZCOPH offers Service Learning courses that give students practical experience in rural, border and urban settings with people from the identified communities. The courses encourage self-reflection, thereby promoting internal growth related to sensitivity and competency to various cultural groups. Service Learning courses are described in more detail as part of Criterion 3.2.E.

TABLE 1.8.B.1: A Sample of Courses in Diversity or with Diversity Content

Course Number	Title	Description
CPH 322	Health Education Ethical Leadership	The course demonstrates the relationship of ethical leadership to health education. Students complete the social and behavioral sciences human subjects' protection certification.
CPH 577	Socio-cultural and Behavioral Aspects of Public Health	A required course for all MPH students that addresses issues of ethics and values, including a presentation on Tribe-university collaborations, culturally competency tools, and co-program design. This course also addresses methodologies that foster open communication, acceptance of diversity, and promotion of community participation.
CPH 533	Global Health	Class material examines major health problems of underdeveloped, developed, and emerging nations. Students conduct in-depth analyses of health problems among various populations in multicultural settings, both nationally and internationally.
CPH 532a	Program Planning, Implementation and Evaluation	The course explicitly addresses the issues of ethics and values as articulated in the MEZCOPH values statement in ongoing discussions about the appropriate roles of public health practitioners in community based work. Guest speakers give examples of their own participatory research efforts, and students plan a research-based community health promotion project to meet identified needs.
CPH 535	Multicultural Health Beliefs	The course goal is for students to develop sensitivities and competencies related to public health practice among multicultural populations with varying health beliefs, values, behaviors and needs in American society. Emphasis is placed on the ethnic and cultural characteristics of primary ethnic/racial populations in Arizona.

Course Number	Title	Description
CPH 451	Introduction to Violence Against Women	The class applies an interdisciplinary approach to conceptualizing and responding to violence against women by emphasizing a community-based, collaborative response to prevention, and elaborating upon ethical principles for research.
CPH 541	Community Assessment and Analysis	Coursework includes a session on how to include "Values inquiry" as part of an assessment needed to understand how values determine what questions are asked and how data are interpreted and applied. The course also explores how values, including the values listed in the mission statement, influence different approaches to community-based health improvement.
CPH 574	Health Administration and Policy	Required for all MPH students, the course addresses ethics as a major topic for two weeks.
CPH 680, CHP 575	Environmental, Occupational, and Injury Epidemiology, Environmental and Occupational Health	Material covers human subjects review, ethical review of papers, the obligation to publish results, ethics related to writing publications in terms of including negative results, ethics of returning study results to subjects, community obligations, fair presentation of results, the use of quality assurance procedures to demonstrate data validity, and honesty with workers, research subjects, and communities.

In addition to the strong coverage of issues relevant to diverse populations covered in the course work described in the table above, it should be noted that the dual degree programs in Mexican American Studies, Law, Latin American Studies and Business have a strong emphasis on issues of social justice and considerations of race and ethnicity.

Students also get exposed to diversity issues through several off campus experiences. The service learning courses are one example where students have the opportunity to work with community organizations that serve rural populations, along the US-Mexico border, on Native American Reservations and with inner-city populations. The student epidemiological response team course has had students log more than 1100 hours on more than 40 activities throughout Arizona. These have included working various communities such as retirement communities, schools, the Super Bowl and a President Obama presentation.

Student Recruitment

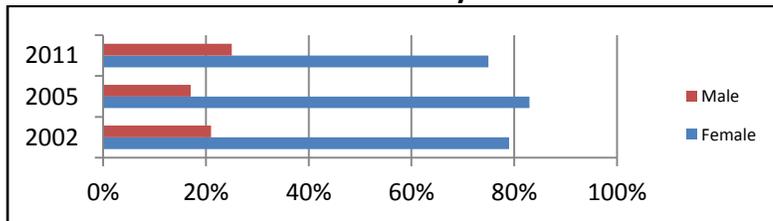
In terms of student recruitment and retention, MEZCOPH's goals and objectives identify recruiting students from the culturally diverse Southwest. In addition to increasing the total number of graduate applicants each year, the percentage of applicants who represent under-represented minorities has also 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 MEZCOPH mission to have a global impact, there were a significant proportion of foreign applications in 2010 (22.5%) and 2011 (24.1%). MEZCOPH also consistently has a greater percentage of Native American and Hispanic graduate students compared with other schools of public health. MEZCOPH'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 will return to our previous levels over the next years as the composition of the 555 pre-public health students remain diverse with 56.6% being non-White with Hispanic students being the greatest percentage of students (30.6%) followed by Asians (8.5%), African American students (8.5%) and Native American students (4.5%). Out-of-state pre-public health students representing 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.

Student Retention

Similar to applications and enrolled students, a review of student graduation data indicated that there are two to three times more female graduates than male graduates (**Figure 1.8.B.1**). In general however, male graduate students are underrepresented in MEZCOPH.

FIGURE 1.8.B.1: Student Gender by Select Graduation Years



The trend of graduate student graduation by ethnicity and race from 2003 to 2012 is depicted in **Figure 1.8.B.2**. The percentage of educationally under-represented minorities or URMs (African Americans, Hispanics, and Native Americans) has increased during the past years. The percent difference between White, Non-Hispanics and URM was less in 2011-2012 compared with 2003-2004, supporting the contention that MEZCOPH has attracted a more diverse graduate student body over time. The gap between URM and White, non-Hispanics has decreased and certainly compares very favorably with regards to Hispanics and American Indians compared to peer institutions (**Table 1.8.B.3**).

FIGURE 1.8.B.2 Percentage of Educationally Under-represented Minority (URM) Graduate Students by Graduation Year in Comparison to White, Non-Hispanics and Asian Students.

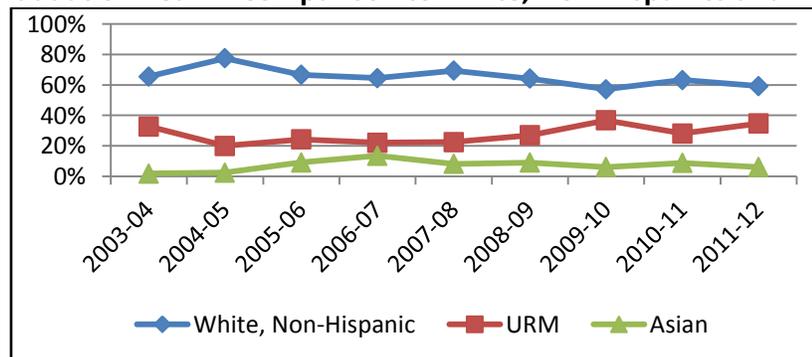


Table 1.8.B.3. is a comparison between MEZCOPH and schools of public health (Association of Schools of Public Health, 2010 Annual Data Report) on ethnicity and race among graduating students. Of educationally under-represented students, MEZCOPH has a greater percentage of American Indian/Alaska Natives (2% versus <1%) and Hispanics (19% versus 9%).

TABLE 1.8.B.3: Student Ethnicity and Race by Graduation Year

Source	Year	Ethnicity or Race, N (%)					
		American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	White	Other
MEZCOPH	2010 - 11	1 (2)	3 (6)	6 (11)	10 (19)	29 (55)	4 (8)
ASPH*	2010	52 (0.07)	974 (14)	794 (11)	622 (9)	4,446 (64)	48 (0.06)

*Association of Schools of Public Health, 2010 Annual Data Report.

Faculty

MEZCOPH uses the University Handbook for Appointed Personnel to support faculty recruitment and retention as it clearly states that diversity and inclusion are core institutional values.

A number of documents guide MEZCOPH's progress toward achieving greater diversity, particularly in the area of faculty and administration. The UA Deans' Diversity Plan (**Appendix 1.8.B.1**) and the Diversity Action Plan (DAP) (**Appendix 1.8.B.2**) were initially established in 2002. The DAP set a tone for future administrative initiatives, framing key principles by which the university now operates:

- Diversity must become a primary measure of quality and excellence.
- Diversity is essential for student success.
- The promotion of diversity has both ethical and practical implications.
- Diversity benefits everyone
- Responsibility for improving diversity belongs to every member of the university community.

The plan also made the powerful statement that accountability must be put in place throughout the university in order for diversity measures to be effective. The accountability system requires that deans, vice presidents and other administrators are evaluated annually based upon progress toward diversity goals.

Recruiting and retaining a diverse faculty has long been a major goal of MEZCOPH since it was established, and our successes are documented in **Table 1.8.E.1**. Recruitment policies include having a diverse search committee and distributing advertisements in publications with diverse readership as described in **Criterion 1.5.B**. MEZCOPH has added 30 new faculty members to its primary faculty since 2009. Of these faculty members, 26.6% (#8) have been non-White with one being a permanent resident from the Middle East and 40% (#12) have been women.

1.8.C. Description of how the diversity plan or policies were developed, including an explanation of the constituent groups involved.

MEZCOPH started to address diversity at the outset of its creation. Its current Committee on Inclusion and Equity (CIE) evolved from MEZCOPH's Millennium/Diversity Committee. This former committee was in response to two UA reports conducted in 2000. The first was the Millennium report Oversight Committee that focused on diversity, hospitable climate and equity. The second report was the College of Medicine's GRACE Project (Generating Respect for All in a Climate of Academic Excellence) which analyzed whether women were treated equitably. These reports and a call from the former UA President Likins initiated MEZCOPH's efforts to address diversity when it was created.

The CIE is the advisory body on diversity to the Executive Council and the Dean. The CIE facilitates the integration of inclusion and equity throughout the College's activities. Its overall goal is to be a model of equity and inclusion by creating a scholarly community that understands, values and respects all individuals so students, faculty and staff can achieve their full potential as public health leaders. The 11 member Committee is led by a two co-chairs and consists of three students, three faculty, and three staff (Appointed Professionals and Classified). As stated previously, in light of Proposition 107, MEZCOPH conducts numerous outreach efforts to attract a diverse student body and faculty members to the College. It also has established numerous mechanisms that track diversity.

In addition to the work of the CIE, MEZCOPH follows the ABOR policy as an equal opportunity and affirmative-action employer. The MEZCOPH subscribes to the Office of Federal Contract Compliance Policy recruitment guidelines as implemented at the University of Arizona in 1998. Federal law requires that the UA provide equal employment opportunity to all, without regard to race, color, religion, sex, national origin, age, disability or veteran's status. It is further required by law that we take affirmative action in all employment matters to ensure that our policies and practices are, in fact, non-discriminatory. As a federal contractor this means, among other things, that goals have been established to address any underutilization of women or of minorities.

1.8.D. Description of how the plan or policies are monitored, how the plan is used by the school and how often the plan is reviewed.

The CIE met on a bimonthly basis during the previous year, but will be meeting on a quarterly basis to review progress on its objectives. The CIE will also be responsible for providing guidance and course correction to the Dean and Faculty as necessary. Specific programmatic recommendations will be developed and presented to the Deans Council for prioritization, resourcing and action.

1.8.E. Identification of measurable objectives by which the school may evaluate its success in achieving a diverse complement of faculty, staff, and students, along with data regarding the performance of the program against those measures for each of the last three years. CEPH Data Template 1.8.1. At a minimum, the school must include four objectives, at least two of which relate to race/ethnicity. For non-US-based institutions of higher education, matters regarding the feasibility of race/ethnicity reporting will be handled on a case-by-case basis. Measurable objectives must align with the school’s definition of under-represented populations in Criterion 1.8.a.

MEZCOPH data related to race/ethnicity are presented in **Table 1.8.E.1** (CEPH Template 1.8.1) and includes how the data were collected and from which data sources. Because of Arizona Proposition 107, the target was set for overall diversity and not a specific ethnic or racial group. However, the detailed ethnic/racial data are presented in **Appendix 1.8.E.1**. In addition, MEZCOPH articulated its institutional goals and objectives in Criterion 1.1.D and 1.2.C. Several of these objectives are directly related to diversity. As can be seen, MEZCOPH maintains several data sets that monitor the diversity of students and employees. These data indicate that a diverse academic community has been consistently present within MEZCOPH.

TABLE 1.8.E.1 (CEPH Template 1.8.1): Diversity Information for Students, Faculty and Non-Faculty Employees

Group Category/Definition	Method of Collection	Data Source	Target	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12
STUDENTS—Female	Self-Report	Admissions Form	50%	74%	75%	73%
STUDENTS – Diversity*	Self-Report	Admissions Form	40%	46%	42%	44%
STUDENTS – Native American	Self-Report	Admissions Form	5%	7%	7%	7%
FACULTY – Female	Self-Report	UAIIW***	50%	57%	53%	49%
FACULTY – Diversity*	Self-Report	UAIIW***	20%	21%	23%	25%
STAFF – Female	Self-Report	UAIIW***	50%	70%	78%	74%
STAFF – Diversity*	Self-Report	UAIIW***	25%	27%	39%	32%
STUDENTS**--First Generation Graduate Student	Self-Report	SOPHAS	33%	---	---	45%

*Total Percent Diversity (Asian American, African American, International, Hispanic and Native American.

** Graduate Students

***UA IIW = University of Arizona Integrated Information Warehouse (UA IIW)

F. Assessment of the extent to which this criterion is met and an analysis of the school’s strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: MEZCOPH has addressed diversity since its inception. MEZCOPH faculty members take an active role in supporting diversity at the University. MEZCOPH has established a standing committee on Inclusion and Equity whose purpose is to work with faculty and administration within the College and University. Its mission is to analyze data and make recommendations regarding how to expand diversity to address MEZCOPH's mission and reach measurable objectives. There is a proactive effort within MEZCOPH to support diversity and provide a welcoming environment for all members of its academic community. Diversity is integrated into the classroom, research and service so it is a pervasive presence within the College.

Challenges: Continue to support and encourage a diverse academic community within the confines of the Arizona Proposition 107.

Plans: Implement a robust annual monitoring system that incorporates the multi-dimensional and complex nature of diversity using more diverse definitions of under-represented populations to characterize the MEZCOPH community and its environment that it supports.

CRITERION 2.0: INSTRUCTIONAL PROGRAMS

2.1 DEGREE OFFERINGS

2.1.A. An instructional matrix presenting all of the school's degree programs and areas of specialization. If multiple areas of specialization are available within departments or academic units shown on the matrix, these should be included. The matrix should distinguish between public health professional degrees, other professional degrees and academic degrees at the graduate level, and should distinguish baccalaureate public health degrees from other baccalaureate degrees. The matrix must identify any programs that are offered in distance learning or other formats. Non-degree programs, such as certificates or continuing education, should not be included in the matrix. See CEPH Data Template 2.1.1.

MEZCOPH offers professional degrees at the master and doctoral levels and academic degrees at the bachelor, master and doctoral degree levels. The College's academic programs include a Bachelor Science (BS) Major in Public Health, Master of Science (MS) and Doctor of Philosophy (PhD) programs in Biostatistics, Epidemiology and Environmental Health Sciences. MEZCOPH's professional degrees include a Master of Public Health (MPH) and a Doctor of Public Health (DrPH) program. The MPH has the following concentration areas of study: Biostatistics, Epidemiology, Environmental and Occupational Health, Public Health Policy and Management (health services administration), Health Behavior and Health Promotion (social and behavioral sciences), Family and Child Health, and Public Health Practice. The DrPH program allows students to specialize in Public Health Policy and Management or Maternal and Child Health. These programs and their degrees are identified in **Table 2.1.A.1**. A college-wide Education Committee administers these programs. The Education Committee is comprised of the six academic section chairs, the director of college-wide programs (e.g., undergraduate program and the Public Health Practice Concentration), the Assistant Dean for Student Affairs, students from each academic level, and the Associate Dean for Academic Affairs (ex-officio).

TABLE 2.1.A.1: Instructional Matrix – Degrees & Specializations (CEPH Data Template 2.1.1)

	Academic	Professional	Minimum Units Required
Bachelors Degrees			
Public Health Major	BS		120
Masters Degrees			
Biostatistics		MPH	42
Environmental and Occupational Health		MPH	42
Epidemiology		MPH	44
Family and Child Health/MCH Track		MPH	44
Family and Child Health/Global Health Track		MPH	47
Health Behavior and Health Promotion		MPH	42
Public Health Policy and Management		MPH	45
Public Health Practice		MPH	42
Public Health (MD)		MPH	42

	Academic	Professional	Minimum Units Required
Biostatistics	MS		39
Epidemiology	MS		40
Environmental Health Sciences	MS		45
Doctoral Degrees			
Biostatistics	PhD		74
Epidemiology	PhD		73
Environmental Health Sciences	PhD		72
Maternal and Child Health		DrPH	65
Public Health Policy and Management		DrPH	64
Joint Degrees with MPH Program			
2 nd (non-public health) area	Degree*		MPH Credits ⁺
Mexican American Studies	MS		42
Latin American Studies	MS		42
Law	JD		42
Business	MBA		42
Pharmacy	PharmD		42
Medicine	MD		42

Bachelor of Science Degree with a major in Public Health (BS)

A moratorium on admissions was established in 2007 for a Bachelor of Science in Health Education because MEZCOPH had noticed that the program was too restrictive compared with the growing need within the public health workforce. At the same time we had lost faculty who were dedicated to this program. Thus, it was an opportune time for the moratorium and provided time to plan for a new major and the BS major in Public Health was implemented in fall 2010.

The MEZCOPH undergraduate degree provides a curriculum that allows students to have breadth of knowledge regarding public health issues and practices for improving the public's health. Graduates will be educated regarding the public health system. It also significantly contributes to solving the public health workforce shortage that is present in Arizona and the nation by giving undergraduates skills to prepare them for public health careers.

The curriculum for the undergraduate program was developed by a faculty workgroup that reviewed the recommendations of the Association of Schools of Public Health and Council of Colleges of Arts and Sciences along with input from a local needs assessment of health departments regarding undergraduate education. It then developed a set of competencies and linked the competencies to courses that included at a minimum instruction in the three courses identified as required for undergraduate education: epidemiology, global health and general public health principles. The major in Public Health was designed to allow students to have course work that addresses a broad range of knowledge regarding the field of public health, to obtain a concentrated area of knowledge in one or two specific tracks and a required field experience to assist with future employment.

Students focus in one of three tracks within the major as they plan for the next step in their professional career. These tracks are: (1) Environmental and Occupational Health, (2) Health Behaviors and (3) Health Delivery. All of the tracks are designed to create educated graduates in the area of public health and will provide students with the knowledge and skills needed to immediately enter the public health workforce following graduation. Each track also prepares students for graduate/professional education in a variety of health careers and will prepare students for master level and doctoral level studies in related areas within MEZCOPH.

Master of Public Health Degree (MPH)

The MEZCOPH MPH offers a program in which students acquire a sound academic background for competent practice in the field of public health. All MPH students are required to complete a core set of instruction in the five disciplines of public health – biostatistics, epidemiology, environmental and occupational health, health administration and policy, and social and behavioral aspects of public health. Students are now able to obtain the MPH degree through one of six concentration areas, including: (1) Biostatistics, (2) Environmental and Occupational Health, (3) Epidemiology, (4) Family and Child Health, (5) Public Health Policy and Management, and (6) Health Behavior and Health Promotion. A college-wide concentration, Public Health Practice, admitted its first students in fall 2010. Students in all concentrations are required to complete an internship, orally present their project and write a written report as the culminating experience of their degree work. The MPH program has established dual degree offerings (MS-MPH dual degrees) with Latin American Studies and Mexican American Studies. Students are also able to obtain dual degrees with the College of Medicine (MD-MPH), the Eller College of Management (MBA-MPH) and the James E. Rogers College of Law (JD-MPH) and with the College of Pharmacy (PharmD-MPH).

The MPH degree is designed to be an interdisciplinary graduate professional degree in public health. The MPH Program provides opportunities for students to obtain broad knowledge and basic skills in the core areas of public health. Students are able to acquire proficiency in one or more specialized areas through advanced coursework, and gain experience in applying advanced knowledge to the solution of actual health problems in community settings during internship training.

Doctor of Public Health Degree (DrPH)

The DrPH is an advanced, professional degree program focused on developing future leaders in public health practice, who will advance the public's health through the integration and application of a broad range of knowledge and analytical skills in leadership, practice, policy analysis, research, program management and professional communication. The program accepted its first students in the fall of 2007. The program is designed for students who have a previously awarded Master's degree, preferably an MPH degree, and at least two years of public health work related experience. Additionally, applicants with a Bachelor's degree and 5 years of public health work-related experience may be considered for admission into the program. Students entering without a prior MPH degree will be required to complete the five core MPH courses offered through MEZCOPH, or their equivalent, in addition to the minimum DrPH units of course work in the major. There are two major concentration areas of study

available to DrPH candidates: Maternal and Child Health (MCH) and Public Health Policy and Management (PHPM). The program also offers a doctoral level minor in public health. The Minor in Public Health is designed for individuals from other University of Arizona doctoral degree programs who wish to obtain graduate training in Public Health. The Public Health minor consists of a minimum of three MPH core courses and two additional concentration specific courses agreed upon by the student and his or her minor advisor.

Epidemiology MS and PhD Degrees

The Epidemiology Program has a primary role of providing quality epidemiological scientific education to graduate students in an environment responsive to the health and healthcare needs of the richly diverse population of Arizona and the Southwest through the delivery of didactic and experiential epidemiological and scientific training. The mission of the Epidemiology Program is to provide an academic graduate education in Epidemiology leading to advanced degrees (MS, PhD). It does so by providing education in Epidemiology and Biostatistics, which advances the knowledge of disease causation and natural history using rigorous and systematic study design and methods to illuminate the impact of biomedical, environmental, behavioral and social factors on the health of populations. The Epidemiology Program offers MS, PhD, and a PhD minor degree options. Current strengths in the programs' research curriculum are in cancer, cardiovascular, respiratory, environmental and occupational, infectious, nutritional and molecular/genetic epidemiology. The Epidemiology Program interrelates educationally with biostatistics, various basic sciences, clinical sciences, and public health. The program is involved in several training grants for pre- and post-doctoral training, including those in clinical research and cancer prevention and control.

The basic epidemiological education occurs in a sequence of three courses in epidemiology, three courses in biostatistics, and epidemiological seminars. Epidemiology graduate students can then proceed further into core courses in epidemiology, biostatistics, and/or sub-specialty courses (e.g., infectious diseases, cancer biology, health services, cardio-pulmonary diseases, environmental health, nutrition, and genetics). These sub-specialty courses and courses in PhD minor fields are very important for the PhD students' training.

The epidemiology MS degree prepares its graduates for employment in university, government or corporate research, for epidemiological careers in public health and other health governmental agencies, hospitals, health care systems, insurance companies, industry, and other health-oriented organizations. It also prepares them for potential training roles at the community level, and orients them toward professional and outreach forms of service. The MS program in Epidemiology differs from the MPH in Epidemiology in three significant ways. The MS degree in Epidemiology is designed for individuals who wish to pursue training in epidemiological research. Second, the course work includes more required courses on epidemiological methods that are used in research studies. Second, all students must conduct an extensive research project for their MS thesis.

The Epidemiology Program prepares PhD graduates primarily for academic appointments in the field. They are also prepared for government or corporate research, for epidemiological

careers in governmental public health and other health areas in government agencies and international health-related agencies, for health care systems, and for industry. The program also prepares PhD minors for similar employment.

Biostatistics MS and PhD Degrees

The PhD in Biostatistics is offered by the Biostatistics academic section. The first students were accepted in fall 2007. Students were also able to obtain an MS degree starting in fall 2011.

The MS educational objective is to prepare individuals to work effectively as applied biostatisticians in a variety of public health, epidemiological and clinical research settings. The difference between the MS in Biostatistics and the MPH concentration in Biostatistics is that the MS provides training in probability and statistical theory with a research focus, while the MPH provides a broader background in public health. An applicant will have a strong quantitative background; at least three semesters of college-level calculus through multivariable/vector calculus is required; in addition, one semester of linear algebra is strongly recommended.

The overall course of study for the MS degree is developed by the student and the advisor and approved by the student's Graduate Committee and Chair of the Biostatistics Section. On average, the MS program requires approximately two years for completion. The first year is usually devoted to core coursework and completion of the qualifying exam. The second year is focused on remaining coursework and development of the master's thesis research.

The PhD program in Biostatistics has an emphasis on the foundations of statistical reasoning and requires its graduates to complete rigorous training in applied probability and statistical analyses. This program prepares students who have demonstrated excellence in mathematics and the sciences to become research biostatisticians in academia, industry, or government.

The PhD program in Biostatistics is designed for individuals having strong quantitative skills with a background or interest in the biological, medical, or health sciences, and potential to become effective researchers in biostatistics. Applicants for the PhD in Biostatistics must have a prior Bachelor's degree and have strong mathematical skills. Applicants with a Master's degree in biostatistics, statistics, or applied mathematics will be given preference for admission and financial support. To the extent possible, the curriculum of each student is tailored to his or her background and interests. A competitive applicant to the PhD in Biostatistics will have a strong quantitative background; at least three semesters of college-level calculus and multivariable/vector calculus is required; in addition, one semester of linear algebra is strongly recommended.

The program is research oriented and focuses on a major research project. The overall course of study is developed by the student and the advisor, and is approved by the student's Graduate Committee and the Chair of the Biostatistics Section.

Environmental Health Sciences MS and PhD Degrees

The MS and PhD in Environmental Health Sciences (EHS) are offered by the academic section of Environmental Health Sciences (EHS). Students were accepted beginning in fall 2010. EHS is the scientific discipline concerned with the behaviors and environmental conditions linked to human injury or disease. Through the use of applied research in a multi- and interdisciplinary approach, EHS provides the critical link between the environment and human health impacts.

The degrees prepare individuals to evaluate and control health risks posed by chemical and biological contaminants and physical exposures (noise, heat and radiation) in occupational and non-occupational environments. Students will receive advanced systematic training in epidemiological and community-based research methods, biostatistical analysis, environmental health sciences, prevention sciences and behavioral sciences. Graduates of this program will have a strong base of skills in these areas and will be able to apply the major theories and methods from these areas to public health research, evaluation, analysis and decision-making. The overall goal will be to specify approaches for assessing, preventing and controlling environmental hazards to human health and safety. Advanced courses are available in a variety of specialty areas tailored to the student's interests: Climate and Health; Environmental Contaminant Modeling; and Occupational Health and Safety.

The MS/PhD in EHS is designed for individuals who seek training for leadership roles in environmental health research. It is anticipated graduates will occupy positions as project leaders, program developers, and academicians. Students will be admitted to the MS/PhD program and expected to complete a Master's degree prior to admission to the PhD program. Only those students who completed a related Master's degree program will be admitted directly to the PhD program.

Students can also apply only for the Master of Science in Environmental Health Sciences. These students will have an education program that prepares them to evaluate and control health risks posed by chemical and biological contaminants and physical exposures (noise, heat and radiation) in occupational environments and communities. Students will receive advanced systematic training in epidemiological and community-based research methods, biostatistical analysis, environmental health sciences, prevention sciences and behavioral sciences. The MS degree differs from the MPH degree in that it is more methodologically oriented and students conduct a major thesis compared with the requirements for the MPH degree. The additional training that students receive for the Doctorate in Environmental Health Sciences is designed for individuals who will have leadership roles in environmental health research. It is anticipated that graduates will occupy positions as project directors and as academicians.

2.1.B. The school bulletin or other official publication, which describes all degree programs identified in the instructional matrix, including a list of required courses and their course descriptions. The school bulletin or other official publication may be online, with appropriate links noted.

Information about MEZCOPH's academic programs is provided on the College's website under the "Prospective Students" section and on the web pages for each academic program. Each page also has links to our College's academic catalog.

The University also provides information about MEZCOPH's academic programs. Information on the undergraduate program is often obtained by students using the UA's degree search website [<http://degreesearch.arizona.edu/>]. The UA website also identifies MEZCOPH's Graduate Programs [<http://grad.arizona.edu/live/programs>].

2.1.C. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: MEZCOPH offers a set of academic programs that allows students from multiple public health disciplines to study together. MEZCOPH offers degree programs that span from an undergraduate degree to 4 doctoral degrees with academic and professional master degrees. Each program provides a strong curriculum that includes required and elective courses, practical experience and a capstone activity. As a group, these degree programs exceed the requirements set forth by CEPH for accreditation. Information about these degrees is provided in the MEZCOPH Academic Catalog and access to information about the College is available through several UA websites.

Challenges: None

Plans: MEZCOPH will continue to use the strategic planning process to prioritize and develop the most important degree programs for the College and region and to develop and create a plan that informs students that these programs are available.

2.2 PROGRAM LENGTH

2.2.A. Definition of a credit with regard to classroom/contact hours.

The UA determines the regulations for what constitutes a semester hour. University policy (www.catalog.arizona.edu/2011-12/policies/credit_definitions.htm) requires at least 45 hours of work by each student for each unit of credit. For regular classroom courses, at least 15 contact hours of recitation, lecture, discussion, seminar, or colloquium, as well as a minimum of 30 hours of student homework are required for each unit of credit.

Additionally an academic credit can be obtained using the criteria:

- Workshops require at least 15 through 45 contact hours and the appropriate number of homework hours to comprise a total of at least 45 hours of work for each unit of credit.
- Studios require at least 30 contact hours and at least 15 hours of homework for each unit of credit.
- Laboratory courses must maintain a minimum of 45 contact hours per unit of credit.
- Field trips are to be counted hour-for-hour as laboratory meetings.
- Each unit of internship or practicum must require a minimum of 45 hours of work.

2.2.B. Information about the minimum degree requirements for all professional public health masters degree curricula shown in the instructional matrix. If the school or university uses a unit of academic credit or an academic term different from the standard semester or quarter, this difference should be explained and an equivalency presented in a table or narrative.

All of the MEZCOPH MPH programs require a minimum of 42 semester-credit hours to meet graduation requirements although some concentration areas require additional credits for graduation. Concentration areas that require greater than 42 units for graduation are Epidemiology (44 credit hours), Family and Child Health (44 credit hours) and its Global Health Track (47 credit hours) and Public Health Policy and Management (45 credit hours).

2.2.C. Information about the number of professional public health masters degrees awarded for fewer than 42 semester credit units, or equivalent, over each of the last three years. A summary of the reasons should be included.

All the MPH programs have required at least 42 semester credit units during the past 3 years.

2.2.D. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: All MPH programs require a minimum of 42 semester credits for graduation.

Challenges: None

Plans: MEZCOPH will continue to review the curricula for all of its degree programs to determine how they are meeting the needs of students and employers. This is done through our current methods of evaluation with feedback from students and employers and monitoring time to graduation on an annual basis when we develop the College's catalog and student handbooks.

2.3 PUBLIC HEALTH CORE KNOWLEDGE

2.3.A. Identification of the means by which the school assures that all graduate professional degree students have fundamental competence in the areas of knowledge basic to public health. If this means is common across the school, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each program. See CEPH Data Template 2.3.1.

All the graduate professional degree programs require that students take a course in each of the five core areas of public health as identified in **Tables 2.3.A.1 & 2.3.A.2**. Each of these courses is a 3-semester credit hour course. Students in the MPH program must take these courses as part of the curriculum. Students in the DrPH program must take them as a prerequisite if they do not have an MPH.

TABLE 2.3.A.1 (CEPH Template 2.3.1): Core Public Health Knowledge for MPH Degree

Core Knowledge Area	Course Number & Title	Credits
Biostatistics	CPH 576A Biostatistics in Public Health	3
Epidemiology	CPH 573A Basic Principles of Epidemiology	3
Environmental Health Sciences	CPH 575 Environmental and Occupation 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

TABLE 2.3.A.2 (CEPH Data Template 2.3.1): Core Public Health Knowledge for DrPH Degree

Required Courses Addressing Public Health Core Knowledge Areas for <u>DrPH</u> Degree (All courses are pre-requisites to be in the DrPH program).		
Core Knowledge Area	Course Number & Title	Credits
Biostatistics	CPH 576A Biostatistics in Public Health	3
Epidemiology	CPH 573A Basic Principles of Epidemiology	3
Environmental Health Sciences	CPH 575 Environmental and Occupation 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

MEZCOPH assures that MPH students have gained the understanding and skills required of professional students by using the following procedures:

- Students are required to take and pass a set of required courses whose contents have been matched to MPH competencies.
- Students are required to complete and discuss an annual progress report with their faculty advisor to review their course work and other activities that further their public health education.
- Students are required to complete an internship that integrates their knowledge and skills into a field experience. Their preceptor and two faculty members evaluate this internship.

These procedures ensure that all graduate professional degree students attain the requisite depth and breadth in the five core areas in the following ways.

The MEZCOPH MPH Program requires that students have a broad understanding of public health upon graduation. This is accomplished through a curriculum that requires each MPH student to complete a set of five core courses and by having a set of competencies that are integrated throughout the curriculum. The core courses provide information on the basic foundation of public health, and include: (1) Sociocultural and Behavioral Aspects of Public Health, (2) Basic Principles of Epidemiology, (3) Biostatistics in Public Health, (4) Fundamentals of Industrial and Environmental Health, and (5) Public Health Policy and Management. In addition to the core courses, all MPH students must complete a set of required concentration area courses and a culminating internship. The content of these courses are updated on a regular basis so the courses can meet the current academic needs of students.

The academic standards for successfully completing the MPH are based upon four principles. First, the curriculum meets the UA Graduate College standards for rigor. Second, students who fail a required course are withdrawn from the program. Third, students cannot graduate with a grade point average lower than 3.0 on a 4.0 scale. Finally, students are not able to graduate if an incomplete grade for a required course remains on their academic record. By maintaining these standards for course requirements, requiring students to successfully complete an internship experience, and capstone project, the MPH Program assures that students have maintained the minimum standards for receiving the MPH degree.

In addition to ensuring successful completion of the MPH courses, the MPH program has implemented an annual progress report that students complete and discuss with their advisor. This report assures not only academic progress but also stimulates discussion between the student and advisor of “gaps” in the student’s understanding and skills. The internship report evaluation form (discussed in the next section) also addresses the issue of how well the competencies expected of MPH students were met in the internship report. Thus, the evaluation extends beyond completion of courses to an assessment of successful mastery of the required competencies.

MEZCOPH faculty members continuously review the core competencies that are integral to the MPH curriculum. This process of reviewing MPH Program competencies was initiated in 1998 when a series of survey instruments was completed by program faculty and students. A competency committee was formed to review recommendations of the faculty and to derive a comprehensive set of public health competencies that served as a foundation for the MEZCOPH MPH program. The competency committee presented a set of revised competencies to the faculty and these were discussed and approved by faculty vote.

In November 2009, faculty members provided their perspective of the academic programs by completing questionnaires for each of the degree programs (less the EHS program which was only in development at the time). The questionnaires were sent out using SurveyMonkey®. The

survey questions were based on obtaining information that would be used to identify strengths and weaknesses of the academic programs.

A summary of the quantitative results is presented in **Appendix 2.3.A.1**. The three established academic programs (undergraduate, MPH, and epidemiology) were all considered to have better than adequate quality. The newest doctoral programs in Biostatistics and Public Health had not yet graduated students. Similarly, the faculty reported that the established programs were considered to be better than comparison programs but the newer programs still lagged behind other programs. Applicants and students in all these programs were considered to be more than qualified. Further, students in all programs were considered to have very good access to resources and the faculty believed that their teaching loads, quality of teaching and research were more than appropriate.

2.3.B. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: All students in the MPH program must take the five core courses that are linked to the competencies that are addressed by the program. All DrPH students who do not have an MPH are required to take the five MPH core courses in addition to the DrPH courses.

Challenges: None

Plans: The core courses are reviewed by the course instructors on an annual basis. Course syllabi are sent to the Office of Academic Affairs and reviewed for completeness and how they address core competencies.

2.4 PRACTICAL SKILLS

2.4.A. Description of the school’s policies and procedures regarding practice experiences, including the following: selection of sites, methods for approving preceptors, opportunities for orientation and support for preceptors, approaches for faculty supervision of students, means of evaluating student performance, means of evaluating practice placement sites and preceptor qualifications, criteria for waiving, altering or reducing the experience, if applicable

MPH Program

The practice portion of the MPH curriculum is provided through a required internship served with a federal, state or local health agency, in a private health related organization, or in the industrial sector. The internship gives students the opportunity to observe and participate in the application of public health theory based on their scope of public health practice. The length of the internship varies by concentration area. The variation in length of internship is due to the students’ need for exposure to the practice community in their particular field of study. The faculty determines this need by assessing the concentration area curriculum for practice, theory, and content and has adjusted the length of internship to accommodate issues/topics not covered by course content. The number of units required varies by concentration for this experience is summarized in **Table 2.4.A.1.**

TABLE 2.4.A.1: Credits for MPH Program Master Reports

Programs	Culminating Experience
<i>Master of Public Health (MPH)</i>	
MPH – Biostatistics	6 units
MPH – Environmental and Occupational Health	3 units ¹
MPH – Epidemiology	4 units ²
MPH – Family and Child Health	6 units
MPH – Health Education and Behavioral Sciences	6 units
MPH – Public Health Policy and Management	6 units
MPH – Public Health Practice	9 units ³
MD-MPH	12 units ⁴

1. Environmental and Occupational Health also requires students to conduct a research-based project, which also includes additional field experience.
2. Epidemiology students must also participate in 2 units of CPH 596D Public Health Experience-Student Epidemiology Response Team.
3. Given the nature of the Public Health Practice Concentration, additional internship hours are needed for meeting their practical experience requirement.
4. The MD-MPH program requires additional units for their practice experience as they have less opportunity to gain this during their course work.

The MPH Internship Manual (**Resource File 2.4.A.1**) provides policies and procedures used by students to develop their projects. The Education Committee reviews the Internship Manual continuously and it is updated annually by the Office of Student Services and Alumni Affairs.

Selection of internship sites is a joint process involving the student and his or her faculty advisor. The student’s faculty mentor does not necessarily serve as the internship advisor. The

primary criterion for selecting an internship site is an agency's ability to furnish the resources and activities for the student to complete the agreed upon learning objectives. An internship site must allow a student to: 1) experience public health work in his or her concentration area, 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. The site preceptor must be able to monitor the progress of the student directly and communicate periodically with the faculty advisor.

In December 2011, the Education Committee formally approved guidelines for the qualifications of internship preceptors. The policy stated: *"The qualifications for being a preceptor are that they have demonstrated experience in their field with a least one year in their current position and when necessary have the education and professional certification to meet training requirements. They must have 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. Preceptors must have the ability to communicate effectively in a timely manner with MEZCOPH. All preceptors must be able to have the time to provide to the internship project and be willing to engage in meetings with students and their faculty advisor during the internship."* Furthermore, to help implement this policy, the internship plan now specifies the qualifications required of the internship preceptor and compliance with this policy is acknowledged by the signature of the internship chair.

An internship committee is formed for each student. This committee consists of two faculty members who are identified as the primary internship advisor and the committee member. These faculty members work with the student and the field preceptor to develop the internship project. The student, advisor and site preceptor sign a contract specifying learning objectives and activities to be completed during the internship. The Internship Manual is provided to all students and internship site preceptors to explain the program's policies and expectations for an internship. Faculty members are requested to meet with student and preceptor at least one time during the student's internship experience. At the completion of the internship, the site supervisor must evaluate the student and the student must evaluate the internship site. Forms used for the evaluation process are provided in the Internship Manual. The faculty members are responsible for accepting their student's final internship report.

An internship field experience cannot be started until completion of at least 3 core courses and a set of courses identified by each concentration as prerequisites for conducting an internship. Students must also demonstrate that they are not deficient in the communication and organizational skills to work appropriately with their preceptors as described in MEZCOPH's Matriculation and Progress Standards Form (**Appendix 2.4.A.1**). To support the readiness of students for their internship, students also are required to participate in two workshops, one focused on general internship preparations and one focusing on Human Subjects and IRB considerations and issues, as well as view several online modules related to concentration specific requirements before they go into the field. A standardized evaluation form to evaluate the internship report is used. Versions of this evaluation are completed by the student as a

self-assessment, and by the faculty members reading the report. The preceptor also completes an evaluation regarding practical experience that was used to write the report. These Internship Evaluation Forms can be found in **Appendix 2.4.A.2**.

All MPH internship candidates are required to be certified for working with human subjects using the CITI exam. In addition, their internship project must be submitted and approved for human subjects review or a non-applicable status prior to their starting their field experience. Students, in discussion with their faculty internship advisor, may apply to the office of the Associate Dean for Research to have their internship deemed "not applicable" for human subjects review by the University of Arizona Human Subjects Committee (not applicable means that no private information from individuals or organizations will be collected). Internships that cannot be considered "not applicable" undergo expedited review (if minimal risk to subjects) or full review by the University of Arizona Human Subjects Committee. These reviews require the submission of a "Project Approval Form" or "Project Review Form" with drafts of participant consent documents and any questionnaires that will be used. All faculty advisors and MPH internship students are provided training in these procedures.

DrPH Program

The DrPH students use multiple channels to obtain field experience. All DrPH students must complete at least 2 service learning courses. These courses work extensively with community organizations and provide students with a significant amount (~ 100 hours) of exposure to public health agencies and organizations. DrPH students also work with community agencies by being graduate research assistants on applied projects, and working with community organizations as part of their dissertation research. Additional field experience is gained through independent studies, and service learning courses taken for elective credits.

2.4.B. Identification of agencies and preceptors used for practice experiences for students, by program area, for the last two academic years.

Over the past two academic years (2010-11 and 2011-12), MPH students have obtained their practice experience in 187 different agencies (**See Appendix 2.4.B.1**). These agencies include local, state, national and international settings. They also include work with such entities as governmental and non-governmental agencies, non-profit organizations, health care organizations, and industry.

2.4.C. Data on the number of students receiving a waiver of the practice experience for each of the last three years.

MEZCOPH does not accept waivers for the practical experience.

2.4.D. Data on the number of preventive medicine, occupational medicine, aerospace medicine and general preventive medicine and public health residents completing the academic program for each of the last three years, along with information on their practicum rotations.

Not Applicable.

2.4.E. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

The criterion is met

Strengths: All MPH and DrPH students are required to obtain a significant amount of practice experience. Furthermore, this practice experience includes opportunities beyond their required course work.

Challenges: MEZCOPH must ensure that its practice sites are not overburdened. Additionally, as more students are admitted into the College's programs, the number of new sites must increase and MEZCOPH will need to identify the types of sites students need for career development. MEZCOPH must continue to ensure that students are made aware of the sites and projects available to them.

Plans: MEZCOPH will continue to work with practice sites to identify how many students they can host for internships. The College is also identifying and recruiting additional sites in Phoenix. In order to keep sites engaged MEZCOPH will continue to invite preceptors to an appreciation lunch. Furthermore, MEZCOPH is working with internship sites to request that they identify their needs earlier. In order to expand to additional rural sites, the College also will work with various agencies to obtain funds that will support students to reside in sites away from campus. MEZCOPH will continually update the internship webpage on the student intranet, the HUB that informs students about potential internship opportunities.

2.5 CULMINATING EXPERIENCE

2.5.A. Identification of the culminating experience required for each professional public health and other professional degree program. If this is common across the school's professional degree programs, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each.

MPH Program

Students work on a continual basis to be ready to write their final internship report as their culminating experience. Students must complete an internship, present their internship experience at a college sponsored internship conference and then integrate course work into their final report.

The final master report describes the student's internship experience, which core areas of public health it addressed along with which of the 10 essential public health services were involved. The format for the report is provided in the MPH Internship Manual (**Resource File 2.4.A.1**). This report serves as the final documentation for the faculty that students have met the goals and objectives of the MPH Program. The internship report may include, but is not limited to, a technical review of public health issue(s) related to the organization which hosted the internship, a research project completed during the internship, or a policy analysis related to the internship experience. Along with the internship itself, the development and formal presentation of the internship report comprise the culminating experience for the MPH degree.

There are two parts to the internship report. The first part addresses the practicum experience at the internship site. The second component is a scientific report of the projects that the student conducted while at the internship site.

Students must present their internship experience at a college-wide MPH internship Conference. In the 12 years of its existence, the MPH Internship Conference has grown in professionalism and significance to MEZCOPH. The Internship Conference has become the centerpiece of each fall and spring semester's activities, allowing a blending of activities across the educational programs. MEZCOPH uses these events as a public health networking opportunity by inviting public health practitioners, partners and alumni throughout the state to participate, complete with a conference program that lists the keynote speaker, the breakout session topics, and abstracts for each student presentation (See **Appendix 2.5.A.1** for the most recent conference program). Employers have the opportunity to assess new MPH graduates and, reciprocally, graduating students have an opportunity to talk to potential employers.

In spring 2012, MEZCOPH also initiated a preceptor appreciation lunch before the start of the internship conference. This lunch provides an opportunity for the College to personally thank people who provided time to supervise students. It allows MEZCOPH to obtain feedback from the preceptors regarding how the College did with preparing them to be preceptors and to

learn about the adequacy of the communication that they had with faculty members during the internship.

DrPH Program

The culminating experience for the DrPH students includes their dissertation work, their final written dissertation and defense of the dissertation. The purpose of the dissertation is to produce original scholarship that will advance the major area of specialty. A student must complete 18 dissertation credit hours to ensure that s/he is dedicating time and making progress on this substantial project.

Actual preparation of the written dissertation follows the Graduate College rules. The Manuals for Paper and Electronic Submission of Theses and Dissertations are found on the [Graduate College website](#).

This DrPH dissertation should involve innovative research and demonstrate a sophisticated command of public health practice. Suitable dissertations may take a variety of forms. For example, the student may propose a crucial study to test a theory or hypothesis or present a new theoretical approach to a problem. A student may choose to conduct her/his DrPH dissertation research within the context of the public health agency, herein referred to as the sponsoring organization. The dissertation proposal should include specific aims, background and significance, project design and methods, bibliography, timeline and a statement of the expected outcome for the sponsoring organization. The sponsoring organization should not be the student's current or previous place of employment, unless the proposed project and professional activities are outside the employee's usual job duties. The dissertation must investigate a significant public health problem in the student's major area of study. Although all dissertations may not require the collection of new data, it must demonstrate that the candidate is capable of sophisticated independent analysis.

2.5.B. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strength: All students in a professional program are required to have a culminating experience that demonstrates they are able to integrate classroom knowledge with a project; whether it be a practical experience for the MPH degree or a dissertation project for the DrPH degree.

Challenges: None

Plan: The College's academic section chairs and education committee will continue to review the process and outcomes of the culminating experiences to determine if and what changes have to be made in terms of student guidance and processes to optimize the educational outcomes of our students.

2.6 REQUIRED COMPETENCIES

2.6.A. Identification of a set of competencies that all graduate professional public health degree students and baccalaureate public health degree students, regardless of concentration, major or specialty area, must attain. There should be one set for each graduate professional public health degree and baccalaureate public health degree offered by the school (e.g., one set each for BSPH, MPH and DrPH).

MEZCOPH requires that students have a broad understanding of public health upon graduation in its undergraduate and professional graduate programs. MEZCOPH assures that students in each of its programs have gained the understanding and skills required of professional students by using the following procedures:

- Students are required to take and pass a set of required courses and field experiences whose contents have been matched to competencies.
- Competencies are developed with input from faculty, students and the public health workforce.
- The program curricula use a variety of methods to assess students regarding their knowledge and skills that are related to the competencies.

The competencies for the BS major in public health, the MPH and DrPH program are presented in **Tables 2.6.A.1, 2.6.A.2 and 2.6.A.3** respectively. These tables also identify the courses and other learning experiences that address these competencies within each program's curriculum. The MEZCOPH Education Committee and each program also has identified what methods are used to recognize how well students are meeting concentration competencies within individual courses and other learning activities and these are illustrated within the matrices that are present in **Appendix 2.6.A.1**.

TABLE 2.6.A.1: Bachelor of Science (BS) Major in Public Health Courses and activities through which competencies are met

Undergraduate Competencies P=Primary, R=Reinforcing (These courses are in one of the required tracks of study)	Course 1	Course 2	Course 3	Course 4	Electives	Other Learning Experience
1. Describe the historical development of public health systems and their role in society.	CPH 200 Introduction to Public Health (P)	CPH 433 Global Health (P)	CPH 375 Introduction to Environmental and Occupational Health (P)		CPH 330 Human Sexuality CPH 449 Family Violence CPH 412 Public Health Approaches to Mental Disorders in the US	Students are able to attend
2. Use epidemiological principles to describe and analyze causes of disease and illness.	CPH 309 Introduction to Epidemiology (P)	CPH 433 Global Health	CPH 478 Maternal and Child Nutrition	CPH 375 Introduction to Environmental and Occupational Health (P)	CPH 412 Public Health Approaches to Mental Disorders in the US	Given the revised structure of the course, CPH 433 and CPH 478 now have the ability to build on the epidemiology skills from CPH 309 as it is pre-requisite for these courses.
3. Use basic biostatistical approaches and other modern methodological frameworks to design and test hypotheses.	CPH 376 Introduction to Health Statistics (P)	CPH 381 Health Education Intervention Methods (R)	CPH 375 Introduction to Environmental and Occupational Health (P)			
4. Appropriately incorporate determinants of health (environmental, social, cultural, behavioral and biological) when studying the causation of disease and access to health services.	CPH 178 Personal Health and Wellness (P)	CPH 375 Introduction to Environmental and Occupational Health (P)	CPH 387 Health Disparities and Minority Health (P)	CPH 381 Health Education Intervention Methods (R)	CPH 418 Introduction to Risk Assessment CPH 484 Fundamentals of Industrial & Environmental Health CPH 306 Drugs and Society CPH 412 Public Health Approaches to Mental Disorders in the US	<ol style="list-style-type: none"> Students are able to obtain additional knowledge in environmental issues if they select the Environmental and Occupational Health Track. Aspects of this competency may also be part of their field experience.

Undergraduate Competencies P=Primary, R=Reinforcing (These courses are in one of the required tracks of study)	Course 1	Course 2	Course 3	Course 4	Electives	Other Learning Experience
5. Provide a biological description for the major causes of communicable and non-communicable diseases and their pathology.	CPH 433 Global Health (P)	CPH 478 Maternal and Child Nutrition or NSC Principles of Nutrition (P)	CPH 309 Introduction to Epidemiology (P)		CPH 418 Introduction to Risk Assessment CPH 484 Fundamentals of Industrial and Environmental Health CPH 405 Biology in Public Health Research CPH 412 Public Health Approaches to Mental Disorders in the US	1. The program requires several biology courses as prerequisites to be in the program. 2. The Health delivery track requires 405 Biology of Public Health.
6. Provide an environmental description for the major causes of communicable and non-communicable diseases and their pathology.	CPH 309 Introduction to Epidemiology (P)	CPH 375 Introduction to Environmental and Occupational Health (P)	CPH 387 Health Disparities and Minority Health (P)	CPH 433 Global Health (P)	CPH 418 Introduction to Risk Assessment	
7. Write appropriately for an entry level position in the field of public health.	ENGL 308 Technical Writing	CPH 493 Field Work in Public Health	CPH 375 Introduction to Environmental and Occupational Health (P)		CPH 489 Health Preparedness CPH 405 Biology in Public Health Research CPH 412 Public Health Approaches to Mental Disorders in the US	All students must write a final report to complete the requirement for CPH 493.
8. Explain basic concepts of public health administration and its affect on society.	CPH 310 Health Care in the US (P)	CPH 200 Introduction to Public Health (P)	CPH 415 Strategic Planning (R)		CPH 407 Health Economics and Policy	

Undergraduate Competencies P=Primary, R=Reinforcing (These courses are in one of the required tracks of study)	Course 1	Course 2	Course 3	Course 4	Electives	Other Learning Experience
9. Describe an ecological approach to how sex and drugs play a role in public health.	CPH 178 Personal Health and Wellness (P)	CPH 200 Introduction to Public Health (P)	CPH 306 Drugs and Society (R)	CPH 330 Human Sexuality (R)	CPH 306 Drugs and Society CPH 449 Family Violence	
10. Analyze how personal health, community health and sexuality are related.	CPH 178 Personal Health and Wellness (P)	CPH 200 Introduction to Public Health (P)	CPH 433 Global Health (P)	CPH 381 Health Education Intervention Methods (R)	CPH 330 Human Sexuality CPH 449 Family Violence	
11. Construct and evaluate a community level intervention that addresses a current public health issue.	CPH 200 Introduction to Public Health (P)	CPH 350 Principles of Health Education and Health Promotion (P)	CPH 381 Health Education and Intervention Methods (R)	CPH 375 Introduction to Environmental and Occupational Health (P)	CPH 449 Family Violence	
12. Describe and compare health care issues between low-income, middle-income and high-income countries.	CPH 433 Global Health (P)	CPH 375 Introduction to Environmental and Occupational Health (P)			CPH 306 Drugs and Society CPH 407 Health Economics and Policy	
13. Distinguish between the roles that morals, ethics and law have on public health.	CPH 200 Introduction to Public Health (P)	CPH 310 Health Care in the US (P)	CPH 407 Health Economics and Policy (R)	CPH 375 Introduction to Environmental and Occupational Health (P)	CPH 489 Health Preparedness CPH 306 Drugs and Society CPH 330 Human Sexuality CPH 407 Health Economics and Policy	
14. Integrate public health theories into practice.	CPH 493 Field Work in Public Health	CPH 375 Introduction to Environmental and Occupational Health (P)			CPH 484 Fundamentals of Industrial and Environmental Health	

Undergraduate Competencies P=Primary, R=Reinforcing (These courses are in one of the required tracks of study)	Course 1	Course 2	Course 3	Course 4	Electives	Other Learning Experience
15. Identify individual and community behavioral health theories and their use in public health practice.	CPH 200 Introduction to Public Health (P)	CPH 381 Health Education Intervention Methods (R)			CPH 449 Family Violence	

In spring 2012, once again the sections re-evaluated MPH and DrPH competencies. Each section reviewed their competencies and how they were being assessed. The competencies for the programs from this assessment are presented in **Appendix 2.6.A.1**

TABLE 2.6.A.2: MPH Core Courses and activities through which competencies are met

Core Competencies (P=Primary, R=Reinforcing)	CPH 576A Biostatistics in Public Health	CPH 573A Basic Principles of Epidemiology	CPH 574 Public Health Policy and Management	CPH 575 Environmental and Occupational Health	CPH 577 Sociocultural & Behavioral Aspects of Public Health	Other Learning Experience
ANALYTICAL SKILLS:						
Defines a problem.	P	P	P	P	P	Internship Experience
Determines appropriate uses and limitations of data.	P	P	R	R	P	
Selects and defines variables relevant to defined public health problems.	P	R	R	P	P	
Evaluates the integrity and comparability of data and identifies gaps in data sources.	P	P	R	P	P	
Understands how the data illuminates ethical, political, scientific, economic, and overall public health issues.	R	P	R	R	R	
Understanding basic research designs used in public health.	P	P	R	R	R	
Makes relevant inferences from data.	P	P	R	P	P	Internship Experience

Core Competencies (P=Primary, R=Reinforcing)	CPH 576A Biostatistics in Public Health	CPH 573A Basic Principles of Epidemiology	CPH 574 Public Health Policy and Management	CPH 575 Environmental and Occupational Health	CPH 577 Sociocultural & Behavioral Aspects of Public Health	Other Learning Experience
COMMUNICATION SKILLS:						
Communicates effectively both in writing and orally (unless a handicap precludes one of those forms of communication).	R	P	P	P	P	Internship Conference Internship Report
Interpreting and presenting accurately and effectively demographic, statistical, and scientific information for professional and lay audiences adapting and translating public health concepts to individuals and communities.	P	P	P	P	R	
Soliciting input from individuals and organizations.			R	R	P	Internship Experience
Advocating and marketing for public health programs and resources, including political lobbying, grant writing, collaboration building, and networking.			R		P	
Leading and participating in groups to address specific issues, including ability to work in teams, span organizational boundaries, and cross systems.		P	P	P	P	Internship Experience
Using all types of media to communicate important public health information.			R		P	
Demonstrating cultural competency in all of the above and community development.		P		R	P	
POLICY DEVELOPMENT PROGRAM PLANNING SKILLS:						
Assess and interpret information to develop relevant policy options.			P	R	P	

Core Competencies (P=Primary, R=Reinforcing)	CPH 576A Biostatistics in Public Health	CPH 573A Basic Principles of Epidemiology	CPH 574 Public Health Policy and Management	CPH 575 Environmental and Occupational Health	CPH 577 Sociocultural & Behavioral Aspects of Public Health	Other Learning Experience
States policy options and writes clear and concise policy statements.			P	R	R	
Articulating the health, fiscal, administrative, legal, social, political, and ethical implications of each policy option.			P	R	R	
Deciding on the appropriate course of action and writing a clear and concise policy statement and implementation plan.			P	R	R	Internship Report
Translates policy into organizational plans, structures, and programs.			P	R	R	
Identifying public health laws, regulations, and policies related to specific programs.			P	R	R	
Developing mechanisms to monitor and evaluate programs for their effectiveness and quality.			P	R	R	
CULTURAL SKILLS:						
Understanding the current forces contributing to cultural diversity in the Southwest.			P		P	
Interacting competently, respectfully, and professionally with persons from diverse backgrounds.			P		P	Internship Experience
Identifying and examining the role of cultural, social, ethnic, religious, spiritual, and behavioral factors in determining disease prevention health promoting behavior, and health service organizational and delivery.			R		P	
Developing and adapting approaches to public health problems that take into account cultural differences.					P	

Core Competencies (P=Primary, R=Reinforcing)	CPH 576A Biostatistics in Public Health	CPH 573A Basic Principles of Epidemiology	CPH 574 Public Health Policy and Management	CPH 575 Environmental and Occupational Health	CPH 577 Sociocultural & Behavioral Aspects of Public Health	Other Learning Experience
Determining health related consequences of social structure.					P	
Understands the dynamic forces contributing to cultural diversity.					P	
BASIC PUBLIC HEALTH SCIENCE SKILLS:						
Defining, assessing, and understanding the health status of population, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services.	P	P	P	P	P	Internship Report
Understanding research methods in all basic public health sciences.	P	P	R	R		
Applying the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries.	P	P	P	P	P	Internship Experience
Understanding of the historical development and structure of state. Local, and federal public health agencies.			P			Internship Experience
Conduct projects that address one or more of the 3 core functions and 10 essential services of public health.						Internship Experience Internship Report
FINANCIAL PLANNING AND MANAGEMENT SKILLS:						
Developing and presenting a budget.			P			
Managing programs within budgetary constraints.			P			

Core Competencies (P=Primary, R=Reinforcing)	CPH 576A Biostatistics in Public Health	CPH 573A Basic Principles of Epidemiology	CPH 574 Public Health Policy and Management	CPH 575 Environmental and Occupational Health	CPH 577 Sociocultural & Behavioral Aspects of Public Health	Other Learning Experience
Developing strategies for determining priorities.			P			
Monitoring program.			P			
Preparing proposals for funding from internal and external sources.*			R		R	
Applying basic human relations skills to the management of organizations and the resolution of conflicts.			P			
Managing personnel.			P			
Understanding the theory of organizational structure and its relation to professional practice.			P			
Conducts cost-effectiveness, cost benefit, and cost utility analyses.*			R			
Negotiates and develops contracts and other documents for the provision of population-based services.			P			

TABLE 2.6.A.3: Doctor of Public Health (DrPH) Core Courses and activities through which competencies are met

DrPH Competencies (P=Primary, R=Reinforcing)	CPH 516 Ethics and Law	CPH 642 Communications	CPH 652 Grantsmanship	CPH 609 Seminar	Eval Course	Methods Course	Cultural Sensitivity Course	Service Learning Courses	Seminar	MPH Core Courses
Apply the foundations of public health to decisions regarding public health programs and policies.	P	P	P	P				P	P	P
Develop appropriate approaches to addressing public health issues.			P	P	P			P	P	
Identify at least one area of their own expertise within the field of public health.										

DrPH Competencies (P=Primary, R=Reinforcing)	CPH 516 Ethics and Law	CPH 642 Communications	CPH 652 Grantsmanship	CPH 609 Seminar	Eval Course	Methods Course	Cultural Sensitivity Course	Service Learning Courses	Seminar	MPH Core Courses
Communicate effectively with community members.		P		P			P	P	P	
Identify and distribute sources of funding for public health activities.			P	P					P	
Integrate evidence-based strategies to enhance public health services.	P			P	P	P	P			
Design culturally appropriate public health programs.			P				P	P		

2.6.B. Identification of a set of competencies for each concentration, major or specialization (depending on the terminology used by the school) identified in the instructional matrix. The school must identify competencies for all degrees, including graduate public health professional degrees, graduate academic degrees, graduate other professional degrees, as well as baccalaureate public health degrees and other bachelor's degrees.

Each academic section in the MPH program has developed competencies for their programs. The section chair and faculty members who provide instruction then went through an exercise to determine how they were addressing the competencies within the course work that they teach. The outcome of this exercise along with how the competencies are being assessed in the courses is provided in **Appendix 2.6.B.1**. This table is a matrix that shows how students meet the concentration competencies based on taking the required concentration courses. Similarly, when the DrPH program was planned and started, a set of competencies was developed and submitted to the university as required when a new program is established. Courses were then developed and matched to these overall competencies based on the required courses that all DrPH students must take. These competencies and how they are assessed are presented in **Appendix 2.6.B.1**.

2.6.C. A matrix that identifies the learning experiences (e.g., specific course or activity within a course, practicum, culminating experience or other degree requirement) by which the competencies defined in Criteria 2.6.a. and 2.6.b are met. If these are common across the school, a single matrix for each degree will suffice. If they vary, sufficient information must be provided to assess compliance by each degree and concentration. See CEPH Data Template 2.6.1.

Table 2.6.A.1 provides a matrix that identifies how the competencies are assessed for students in the BS Public Health Major. **Tables 2.6.A.2 and 2.6.A.3** identify the learning experiences that are provided in the MPH and DrPH programs by which the competencies are met. **Appendix 2.6.B.1** also provides information about how students are being assessed on having met the required competencies for each concentration in MPH program and for the DrPH program.

2.6.D. An analysis of the completed matrix included in Criterion 2.6.c. If changes have been made in the curricula as a result of the observations and analysis, such changes should be described.

The curricula for the undergraduate and professional graduate programs address a broad range of competencies that are assessed using a variety of methods. An earlier review of the competencies and feedback from students during our academic program review identified the need for each program to review the mapping required competencies and course content to ensure coherence and reduce redundancy and gaps for some areas of study. In response to this issue the education committee and section chairs worked with their faculty to review, revise and update their curriculum as needed and to share the matrix (class objectives with corresponding competencies) with the education committee and the students as part of

advising and to monitor students' progress. MEZCOPH also decided to extend its evaluation by conducting an audit of courses to determine how students were being assessed with regards to the competencies. The results are in **Appendix 2.6.B.1.**

More recently, it was noted that the program did not have a course which could be identified as a primary source where two competencies were addressed. Both of the competencies were associated with the area on "Financial Planning and Management Skills, specifically (1) Preparing proposals for funding from internal and external sources and (2) Conducts cost-effectiveness, cost benefit, and cost utility analyses." In response to this observation, the Education Committee has asked the two core course instructors to enhance the material they present regarding these competencies.

2.6.E. Description of the manner in which competencies are developed, used and made available to students.

The academic section chairs and members of the MEZCOPH Education Committee meet each month (except for July). In addition to managing the academic programs, these individuals coordinate efforts with faculty within their academic sections and between academic sections. One of the activities is developing and reviewing competencies. For the undergraduate and doctoral programs, these competencies were developed by selected workgroups that were made up of members of the education committee and members of the larger faculty.

All the competencies are present on the College's website on the appropriate program page. Additionally, the competencies for the graduate programs are given to the students during our new student orientation, the week before classes start each August. Undergraduate students are provided a copy of the competencies when they meet with their academic advisor. Additionally, MEZCOPH has now initiated a program to have each course syllabus identify the competencies that are addressed by the course. Specific issues related to each of the program's competencies are presented in the following sections.

Undergraduate Competencies:

The competencies for the undergraduate program were developed as part of the university requirements for requesting a new degree program. An ad-hoc workgroup was formed with faculty members who were from each division and the Assistant Dean for Financial Affairs was also part of this team to respond to resource needs for this program. An assessment by twelve leading public health employers in Arizona including the Arizona Department of Health Services, Tribal Health Departments and county health departments was conducted to determine the need for this program and the knowledge and skills that upper and middle level managers would want a new bachelor level trained graduate would have at the time of employment. Results from this assessment indicated that 100% believed that it would be an asset to have an employee with a general public health undergraduate degree and they would hire a generalist public health worker with an undergraduate degree. When asked to provide the top five areas of knowledge their employees would need for their positions more than 50% identified the

following topics: knowledge of the public health system, epidemiology, program planning, program evaluation, cultural competence, and data analysis. The managers also identified that other areas of knowledge needed were in environmental and occupational health, maternal and child health, behavioral interventions, and to a lesser extent management skills for the newly graduated students. Thus, these areas were included within the competencies and courses included into the program. At the same time, members of the workgroup reviewed the recommendations from the Association of Schools of Public Health and the Council of Colleges of Arts and Sciences on what should be part of a minor in public health. With this information, the committee identified the set of competencies that would meet the needs of employers and be current with the academic program. The result of this review process resulted in the competencies that are presented in **Table 2.6.A.1**.

MPH Competencies:

MEZCOPH faculty members continuously review the core competencies that are integral to the MPH curriculum. The core MPH competencies are developed by section and reviewed by the faculty within the section. The competencies were reviewed during the 2009-10 academic year as part of its academic program review. The external review committee identified the following as a strength of process used to create competencies: “Degree programs are well developed within sections to meet required disciplinary competencies. Coordination occurs at the Division Level, with some oversight of the Education Committee.” The most recent review occurred during the 2011-12 academic year. The education committee reviewed what was happening with the numerous competency projects being conducted by APHA and the current skills that are needed by our graduates along with feedback from employers who have hired graduates. The result of this review process resulted in the competencies that are presented in **Table 2.6.A.2**.

DrPH Competencies:

Similar to the undergraduate program, the competencies for the DrPH program were developed as part of the university requirements for requesting a new degree program. An ad-hoc workgroup was formed with faculty members who were from each division and the Assistant Dean for Financial Affairs was also part of this team to respond to resource needs for this program. This committee determined that there would be a set of DrPH competencies that would transcend individual areas of study within the DrPH program. Descriptions of what knowledge and skills students would have upon graduation were developed and from these descriptions more concise competencies were developed.

At the same time that the DrPH program was being developed, the ASPH DrPH Competency taskforce was getting started. MEZCOPH’s Associate Dean for Academic Affairs participated in this process as a member of one of its workgroups. Although the full report of the ASPH taskforce was not complete at the time when the DrPH program was being developed, the DrPH workgroup assessed whether the core DrPH courses would address the primary DrPH competency domains identified by the ASPH taskforce.

During the 2011-12 academic year, the competencies were again reviewed by faculty in the two areas of study that offer the DrPH program. This workgroup led by the sections chairs for the two sections determined that it was best to reword the competencies. The result of this review process resulted in the competencies that are presented in **Table 2.6.A.3**.

2.6.F. Description of the manner in which the school periodically assesses changing practice or research needs and uses this information to establish the competencies for its educational programs.

MEZCOPH uses several mechanisms to monitor the changing practice or research needs and uses this information to drive changes in the curriculum. First, faculty members are actively involved with research and stay current in their specific areas of expertise with publications and attendance at national and international meetings. The faculty members bring their current knowledge from these activities back to the classroom. Second, MEZCOPH faculty members have also participated on various competency workgroups within ASPH. Their involvement in the DrPH and undergraduate competency workgroups allows information to flow back to the College about the current national thought on competencies and what is needed within the curriculum. Third, the Arizona Public Health Training Center is actively involved with assessing the training needs of the public health workforce. The training needs assessment that is developed covers what the employers believe they need to be productive and the assessments are also done with employers related to what they perceive as the training needs for the public health workforce. This information will be shared with the faculty as part one the final report is provided.

Beginning in the 2012-13 academic year, MEZCOPH will add questions to the student exit survey (**Appendix 4.4.C.1.A**) that will require students to assess whether they believe they have met the competencies. MEZCOPH also conducts an alumni survey (**Appendix 2.7.E.1**) one year after graduation, to track professional placement and development. This survey requests information about what alumni believe were the strongest and weakest parts of the curricula and requests information about the areas alumni believe should be added to the curricula. This information is shared with the faculty periodically.

MEZCOPH also conducts an employer's survey (**Appendix 2.7.E.2**) to evaluate their perceptions of our alumni competencies at the time of hire. All of this information is then used to review and modify competencies as described in **Criterion 2.6.E**.

2.6.G. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: There is a strong, robust and continuous process in place for developing competencies for new programs and for reviewing them on a timely basis. Changes are made

based on feedback from a variety of sources including the knowledge of faculty members, students, alumni, employers, and professional organizations.

Challenges: The major challenge has been the need to develop competencies for new programs. These programs started before the national effort to have undergraduate and DrPH competencies codified by ASPH. However, this did allow our school to develop competencies with a process that focused on local needs and the knowledge and skills that our faculty believed were most important for our students. The next challenge will be to stay ahead of the curve regarding the competencies that graduates may need as the public health system responds to changes in local, national and international health care systems.

Plans: MEZCOPH will continue to review the competencies and get feedback from various stakeholders. It will conduct a complete review of all competencies during the 2014-15 academic year.

2.7 ASSESSMENT PROCEDURES

2.7.A. Description of the procedures used for monitoring and evaluating student progress in achieving the expected competencies, including procedures for identifying competency attainment in practice or research, as applicable, and in culminating experiences.

MEZCOPH uses several methods to monitor and evaluate student progress in achieving the expected competencies on a continual basis. First, we have tracked how competencies are assessed in courses by one of several methods including homework assignments, exams, papers, class presentations, and class projects. A summary of these assessment methods is presented in **Appendix 2.7.A.1.**

The longitudinal nature of our assessment starts when students enter the program. Students are provided a set of the competencies when they begin their academic programs. Students are also asked to conduct a self-assessment of their academic growth and skills when they complete their annual progress reports. This is done each spring. Students and faculty then review the form together to determine the student's progress towards the degree and discuss how the student can better enrich his/her academic activities to meet the competencies during the rest of their program. Although this form has always asked students to describe their courses and extracurricular public health activities this form has now been modified to specifically address the competencies that are part of their program.

Assessments of the students' practical and capstone activities also address how well students have demonstrated their public health competencies. Students and faculty assess if the capstone report demonstrates that they have met, partially met or not addressed the competency domains.

The level at which students have met competencies is also addressed after graduation with an alumni survey and an employer survey. These assessments have focused on the five core domains that MEZCOPH has identified as being important outcomes. Graduates are asked "To what level are you able to perform these competencies in your job?" These surveys have provided feedback to MEZCOPH that indicates that graduates believe that they perform public health skills well and very well. Similarly, our survey of employers suggests that students are competent and very competent regarding public health skills. Results from these surveys suggest that the strongest areas for our students are for the competency domains that include analytical skills, communication skills, cultural skills and basic public health skills. MEZCOPH is also using these results to assist in its efforts to strengthen the financial planning and management skills of its students.

2.7.B. Identification of outcomes that serve as measures by which the school will evaluate student achievement in each program, and presentation of data assessing the school's performance against those measures for each of the last three years. Outcome measures must include degree completion and job placement rates for all degrees (including bachelors, masters and doctoral degrees) for each of the last three years. See CEPH Data Templates 2.7.1 and 2.7.2. If degree completion rates in the maximum time period allowed for degree completion are less than the thresholds defined in this criterion's interpretive language, an explanation must be provided. If job placement (including pursuit of additional education), within 12 months following award of the degree, includes fewer than 80% of the graduates at any level who can be located, an explanation must be provided.

Students in the Bachelor of Science program are not admitted to the public health major until they have completed all prerequisites for the major (56 units minimum). Generally, this occurs in the student's junior or senior year. Once admitted, these students generally complete the degree in one to two years. The program admitted its first students in fall of 2009, and all students who were admitted in 2009 and 2010 have completed their degrees. **Table 2.7.B.1** presents the degree completion time for MPH Program.

Allowable time to degree for master's level programs at the University of Arizona is six years. The MPH Program demonstrates high completion rates within the allowable period. The lower rate of completion for year 2008/2009 reflects six students who have not completed the degree. Two are in medical school, two have taken Leaves of Absence to deal with family issues, and two continue to work on projects related to their practicum experience. The expectation is that all six will complete the degree in the allowable time.

Degree completion information regarding the three newest doctoral programs, the Biostatistics MS/PhD, the DrPH, and the Environmental Health Sciences MS/PhD programs is presented in **Tables 2.7.B.2, 2.7.B.3, and 2.7.B.4.**

The allowable time to degree for doctoral students at the University of Arizona is five years post successful completion of comprehensive examination. The three doctoral programs shown above are five or less years old and thus, have not established a degree completion history equal to this allowable time to degree. However, review of the initial cohorts of both the Biostatistics PhD and the DrPH Programs reveal significant levels of attrition. While these higher levels are due in part to the small size of the cohorts, they also reflect some uncertain admission decisions that often accompany new programs. As these programs have begun to mature, the faculty have developed a better sense of the type of student they wish to admit and this has resulted in more effective recruitment messaging and confident admissions decisions.

Degree completion data for the College's oldest doctoral program, the MS/PhD Program in Epidemiology is presented here in **TABLE 2.7.B.5.**

TABLE 2.7.B.1 (CEPH Template 2.7.1): DEGREE COMPLETION Graduation and Attrition Rates MPH Program Students Entering Between 2006-2011

	Cohort of Students	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
2006/07	# Students entered	75					
	# Students withdrew, dropped, etc	1					
	# Students graduated	3					
	Cumulative graduation rate	4%					
	Cumulative attrition rate	1%					
2007/08	# Students continuing and <i>new</i> at beginning	71	74				
	# Students withdrew, dropped, etc	1	1				
	# Students graduated	39	0				
	Cumulative graduation rate	56%	0%				
	Cumulative attrition rate	3%	1%				
2008/09	# Students continuing and <i>new</i> at beginning	31	73	52			
	# Students withdrew, dropped, etc	1	3	3			
	# Students graduated	15	40	0			
	Cumulative graduation rate	76%*	54%	0%			
	Cumulative attrition rate	4%	5%	6%			
2009/10	# Students continuing and <i>new</i> at beginning	15	30	51	63		
	# Students withdrew, dropped, etc	1	1	1	3		
	# Students graduated	6	16	24	0		
	Cumulative graduation rate	84%	76%*	46%	0%		
	Cumulative attrition rate	5%	7%	8%	5%		
2010/11	# Students continuing and <i>new</i> at beginning	8	13	26	60	107	
	# Students withdrew, dropped, etc	0	0	1	2	1	
	# Students graduated	4	5	11	33	4	
	Cumulative graduation rate	89%	82%	67%	52%	4%	
	Cumulative attrition rate	5%	7%	10%	8%	1%	
2011/12	# Students continuing and <i>new</i> at beginning	4	8	14	25	102	109
	# Students withdrew, dropped, etc	2	1	0	0	0	1
	# Students graduated	2	6	6	20	65	1
	Cumulative graduation rate	92%	91%	79%*	84%*	64%	1%
	Cumulative attrition rate	8%	8%	10%	8%	1%	1%

*Value highlighted and *italics* indicates when target graduation rate was achieved.

TABLE 2.7.B.2 (CEPH TEMPLATE 2.7.1): DEGREE COMPLETION Graduation and Attrition Rates Biostatistics MS/PhD Program Students Entering Between 2007 and 2011 – Program Started in 2007

	Cohort of Students	2007-08	2008-09	2009-10	2010-11	2011-12
2007-08	# Students entered	4				
	# Students withdrew, dropped, etc	0				
	# Students graduated	0				
	Cumulative graduation rate	0%				
	Cumulative attrition rate	0%				
2008-09	#Students continuing at beginning of this school year	4	2			
	# Students withdrew, dropped, etc	0	0			
	# Students graduated	0	0			
	Cumulative graduation rate	0%	0%			
	Cumulative attrition rate	0%	0%			
2009-10	#Students continuing at beginning of this school year	4	2	2		
	# Students withdrew, dropped, etc	0	0	0		
	# Students graduated	0	0	0		
	Cumulative graduation rate	0%	0%	0%		
	Cumulative attrition rate	0%	0%	0%		
2010-11	#Students continuing at beginning of this school year	4	2	2	7	
	# Students withdrew, dropped, etc	0	1	0	0	
	# Students graduated	0	0	0	0	
	Cumulative graduation rate	0%	0%	0%	0%	
	Cumulative attrition rate	0%	50%	0%	0%	
2011-12	#Students continuing at beginning of this school year	4	1	2	7	3
	# Students withdrew, dropped, etc	0	0	0	0	0
	# Students graduated	1	0	0	0	0
	Cumulative graduation rate	25%	0%	0%	0%	0%
	Cumulative attrition rate	0%	50%	0%	0%	0%

TABLE 2.7.B.3 (CEPH TEMPLATE 2.7.1): DEGREE COMPLETION Graduation and Attrition Rates DrPH Program Students Entering Between 2007 and 2011 - Program Started in 2007

	Cohort of Students	2007-08	2008-09	2009-10	2010-11	2011-12
2007-08	# Students Entered	7				
	# Students withdrew, dropped, etc	0				
	# Students graduated	0				
	Cumulative graduation rate	0%				
	Cumulative attrition rate	0%				
2008-09	#Students continuing at beginning of this school year	7	2			
	# Students withdrew, dropped, etc	0	0			
	# Students graduated	0	0			
	Cumulative graduation rate	0%	0%			
	Cumulative attrition rate	0%	0%			
2009-10	#Students continuing at beginning of this school year	7	2	8		
	# Students withdrew, dropped, etc	0	0	0		
	# Students graduated	0	0	0		
	Cumulative graduation rate	0%	0%	0%		
	Cumulative attrition rate	0%	0%	0%		
2010-11	#Students continuing at beginning of this school year	7	2	8	8	
	# Students withdrew, dropped, etc	2	1	0	0	
	# Students graduated	0	0	0	0	
	Cumulative graduation rate	0%	0%	0%	0%	
	Cumulative attrition rate	29%	50%	0%	0%	
2011-12	#Students continuing at beginning of this school year	5	1	8	8	8
	# Students withdrew, dropped, etc	0	0	0	0	0
	# Students graduated	5	0	0	0	0
	Cumulative graduation rate	71%*	0%	0%	0%	0%
	Cumulative attrition rate	29%	50%	0%	0%	0%

*Value highlighted and in *italics* indicates when target graduation rate was achieved.

TABLE 2.7.B.4 (CEPH TEMPLATE 2.7.1): DEGREE COMPLETION - Graduation and Attrition Rates Environmental Health Sciences MS & PhD Students Entering Between 2010 and 2011 - Program Started in 2010

2010-11	# Students entered	10	
	# Students withdrew, dropped, etc	0	
	# Students graduated	1	
	Cumulative graduation rate	10%	
	Cumulative attrition rate	0%	
2011-12	#Students continuing at beginning of this school year	9	7
	# Students withdrew, dropped, etc	0	0
	# Students graduated	3	0
	Cumulative graduation rate	40%	0%
	Cumulative attrition rate	0%	0%

TABLE 2.7.B.5 (CEPH TEMPLATE 2.7.1): DEGREE COMPLETION Graduation and Attrition Rates Students in Epidemiology MS/PhD Degree, By Cohorts Entering Between 2004 and 2011

	Cohort of Students	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
2003-04	#Students continuing at beginning of this school year	9								
	# Students withdrew, dropped, etc	1								
	# Students graduated	0								
	Cumulative graduation rate	0%								
	Cumulative attrition rate	11%								
2004-05	#Students continuing at beginning of this school year	8	9							
	# Students withdrew, dropped, etc	1	2							
	# Students graduated	1	0							
	Cumulative graduation rate	13%	0%							
	Cumulative attrition rate	13%	22%							
2005-06	#Students continuing at beginning of this school year	6	7	8						
	# Students withdrew, dropped, etc	0	0	0						
	# Students graduated	0	2	0						
	Cumulative graduation rate	13%	22%	0%						
	Cumulative attrition rate	13%	22%	0%						
2006-07	#Students continuing at beginning of this school year	6	5	8	7					
	# Students withdrew, dropped, etc	0	0	0	0					
	# Students graduated	1	1	1	0					
	Cumulative graduation rate	25%	33%	13%	0%					
	Cumulative attrition rate	13%	22%	0%	0%					
2007-08	#Students continuing at beginning of this school year	5	4	7	7	4				
	# Students withdrew, dropped, etc	0	0	0	0	0				
	# Students graduated	1	2	3	2	0				
	Cumulative graduation rate	38%	56%	50%	29%	0%				
	Cumulative attrition rate	13%	22%	0%	0%	0%				
2008-09	#Students continuing at beginning of this school year	4	2	4	5	4	1			
	# Students withdrew, dropped, etc	0	0	0	0	0	0			
	# Students graduated	1	0	1	0	1	0			
	Cumulative graduation rate	50%	56%	63%	29%	25%	0%			
	Cumulative attrition rate	13%	22%	0%	0%	0%	0%			
2009-10	#Students continuing at beginning of this school year	3	2	3	5	3	1	4		
	# Students withdrew, dropped, etc	0	0	1	0	0	0	0		
	# Students graduated	0	0	1	0	0	0	0		
	Cumulative graduation rate	50%	56%	75%*	29%	25%	0%	0%		
	Cumulative attrition rate	13%	22%	13%	0%	0%	0%	0%		
2010-11	#Students continuing at beginning of this school year	3	2	1	5	3	1	4	2	
	# Students withdrew, dropped, etc	0	0	0	0	0	0	1	0	
	# Students graduated	0	0	0	2	2	0	0	0	
	Cumulative graduation rate	50%	56%	75%	57%	75%*	0%	0%	0%	
	Cumulative attrition rate	13%	22%	13%	0%	0%	0%	25%	0%	

	Cohort of Students	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
2011-12	#Students continuing at beginning of this school year	3	2	1	3	1	1	3	2	2
	# Students withdrew, dropped, etc	0	1	0	0	0	0	0	0	0
	# Students graduated	0	0	1	0	0	0	0	0	0
	Cumulative graduation rate	50%	56%	88%	57%	75%	0%	0%	0%	0%
	Cumulative attrition rate	13%	33%	13%	0%	0%	0%	25%	0%	0%

*Value highlighted and in *italics* indicates when target graduation rate was achieved. It is expected that the cohort beginning in 2006 will attain target graduation rate in 2012-2013.

With the exception of academic year 2004, when two students dropped out in the first year (both to attend medical school), students are completing their epidemiology degree within the allowable time. Eight students who entered the program prior to 2007 continue to work successfully toward degree.

2.7.C. An explanation of the methods used to collect job placement data and of graduates' response rates to these data collection efforts. The school must list the number of graduates from each degree program and the number of respondents to the graduate survey or other means of collecting employment data.

At the time of graduation, all students are required to provide a completed Graduate Information Sheet, detailing job and future contact information to increase the College's ability to track alumni. Additionally, a successful process for surveying alumni is in place and provides continual feedback from College graduates. Alumni are surveyed one year post graduation and every 3 years thereafter. This timeline allows new graduates a realistic period to establish themselves in public health positions and to be able to assess their own competencies related to the needs of those positions. Since the initiation of a new alumni survey in spring 2010, 413 or 30% of graduate and undergraduate alumni have completed the survey. Through the alumni survey mechanism, personal correspondence and connections, and through the use of social media, such as Facebook and LinkedIn, as well as the University Alumni Association's main database, the College has current employment data regarding 1031 (85%) of its graduate alumni. The complete alumni survey instrument, current data and analyses are found in **Appendix 2.7.E.1.**

TABLE 2.7.C.1: Data from Alumni Surveys

Program	# of Graduates through May, 2012	# of Respondents to Alumni Survey	# of additional alumni whose employment status is known to the College through means other than alumni survey	Total # of alumni whose employment status is known to the College
BS in Public Health	71	0	41	41
MPH	1049	324	591	915
MS – Environmental Health Sciences	4	0	3	3
MS – Epidemiology	42	18	15	33
PhD – Epidemiology	35	14	19	33
DrPH	6	1	4	5
MS – Biostatistics	2	1	0	1
TOTAL	1209	358	673	1031

TABLE 2.7.C.2: Destination of MEZCOPH Graduates by Employment Type

2011 Graduates											
	Govt	Association, Foundation, or Non Profit	Health Care	Private Practice/ Consulting	Univ/ Research	Industry	Further Education	Non Health Related	Not Employed but Seeking Employment	Not seeking Employment	UNK
BS											
MPH	11	13	10	3	9	7	11	2	2	0	4
MS - EPI							1				
MS - EHS							2				
MS - BIOS											
DRPH	2				2						
PHD - EPI					2	1					
2010 Graduates											
	Govt	Association, Foundation, or Non Profit	Health Care	Private Practice/ Consulting	Univ/ Research	Industry	Further Education	Non Health Related	Not Employed but Seeking Employment	Not seeking Employment	UNK
BS											
MPH	7	9	8	5	11	1	10	0	1	2	2
MS - EPI											
MS - EHS	1										
MS - BIOS											
DRPH											
PHD - EPI	1				2						
2009 Graduates											
	Govt	Association, Foundation, or Non Profit	Health Care	Private Practice / Consulting	Univ/ Research	Industry	Further Education	Non Health Related	Not Employed but Seeking Employment	Not seeking Employment	Unk
BS											
MPH	13	13	23	1	6	3	6	2	2	1	2
MS - EPI							1				
MS - EHS											
MS - BIOS											
DRPH											
PHD - EPI					1	1					

MEZCOPH graduates who are seeking employment are successfully securing positions in a variety of sectors of the public health arena. Six months post-graduation and prior to the first survey of 2011 graduate program alumni, 91% had notified the College that they had either

found employment or were pursuing further training. Sixteen percent of our recent graduates are pursuing further education. With a new undergraduate program, it is important for the College to understand where the graduates are landing post-graduation; however, tracking of the College's BS degree program graduates is proving to be more challenging than tracking graduate program alumni.

2.7.D. In fields for which there is certification of professional competence and data are available from the certifying agency, data on the performance of the school's graduates on these national examinations for each of the last three years.

Not Applicable

2.7.E. Data and analysis regarding the ability of the school's graduates to perform competencies in an employment setting, including information from periodic assessments of alumni, employers and other relevant stakeholders. Methods for such assessments may include key informant interviews, surveys, focus groups and documented discussions.

On the alumni survey, MEZCOPH MPH graduates are asked to indicate how well they are able to perform the competency domains in their current positions. Responses (**TABLE 2.7.E.1**) indicate that 75% of MPH graduates feel that they are able to perform all the competency domains well or very well. Competencies related to communication skills were the highest rated (82% of respondents indicated that they were able to perform communication competencies very well) and competencies related to the financial planning and management skills domain were the lowest rated (only 29% of respondents indicated that they were able to perform financial planning and management competencies very well). This possibly is a reflection of the smaller complement of Public Health Policy and Management faculty in the early years of the College. Also of note is that 15% of respondents felt that the financial planning and management skills were not applicable to their jobs. Five years ago, Dr. Gail Barker, Assistant Professor in the Community, Environment and Policy Division, began teaching a health budgeting and financial management class, as well as an advanced health care administration class. Both classes have received high marks from students. Additional policy and management faculty have been hired, as well, building stronger faculty infrastructure and expertise in this area.

Alumni were asked to indicate the curriculum content that they wished their academic program had addressed that would have helped them perform in their current public health position. Of the content areas mentioned, those related to financial planning and management were mentioned most frequently, followed by program planning and evaluation and grant writing. The alumni survey instrument and full analysis is found in **Appendix 2.7.E.1**.

TABLE 2.7.E.1: MPH Alumni Self-Assessment of Ability to Perform Competencies on the Job N=324

	Very well		Well		Not Well		Not applicable	
	#	%	#	%	#	%	#	%
Analytical skills	223	69%	88	27%	6	2%	6	2%
Communication Skills	267	82%	53	16%	1	0%	3	1%
Policy development/ program planning skills	149	46%	123	38%	16	5%	35	11%
Cultural skills	208	64%	91	28%	8	2%	16	5%
Basic public health science skills	206	64%	92	28%	7	2%	18	6%
Financial Planning and Management Skills	94	29%	150	46%	30	9%	50	15%

In spring of 2012, the College developed and implemented a survey of key employers of our graduates to measure their assessment of these graduates' competencies. Using a Likert scale with response options ranging from not at all competent to very competent, and including a not applicable option, employers were asked to assess newly hired graduates' skills in the competency domains. The results are found in **Table 2.7.E.2** below.

TABLE 2.7.E.2: Employers' Assessment of MEZCOPH Graduates' Ability to Perform Competencies on the Job

	Very Competent		Competent		Somewhat Competent		Not At All Competent		Not Applicable	
	#	%	#	%	#	%	#	%	#	%
Analytical Skills	9	33%	15	56%	2	7%	1	4%	0	0%
Communication Skills	10	37%	14	52%	3	11%	0	0%	0	0%
Policy Development/ Program Planning Skills	4	15%	10	38%	7	27%	1	4%	4	15%
Cultural Skills	6	22%	16	59%	3	11%	0	0%	2	7%
Basic Public Health Science Skills	12	44%	14	52%	0	0%	1	4%	0	0%
Financial Planning and Management Skills	0	0%	7	27%	8	31%	2	8%	9	35%

Employers were asked whether there were any areas they would like the College to focus its curriculum on to better prepare our graduates for work in their organizations. Employers rated graduates' competencies in basic public health science skills the highest. 44% of respondents felt that newly hired graduates were very competent in basic public health science skills and 52% felt they were competent. Competency levels related to analytical skills and

communication skills were also highly rated. Like the alumni themselves, employers rated skills in financial planning and management the lowest with only 27% indicating that our new graduates are competent in this area. Again, however, a significant percentage (35%) of respondents did not feel this competency domain was applicable to the jobs into which our alumni were hired. This information and the employer survey instrument and analysis is found in **Appendix 2.7.E.2.**

2.7.F. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: The College has a system in place that continually monitors and evaluates how students are meeting public health competencies for their programs that starts before they attend their first class by identifying competencies and offering courses that address them through the time that they are employed with alumni and employer surveys. Student graduation and employment rates provide outcome information indicating that students obtain the information and knowledge to work effectively in a variety of public health settings.

The College has responded to the feedback from alumni and employers, and students now have access to a high quality health budgeting and finance course, as well as additional management curriculum. In addition, required concentration curricula have changed to meet the needs of employers and alumni, e.g., more concentrations required program planning and evaluation. A large percentage of graduate program alumni retain close connections to the College.

Challenges: In recent years, there have been numerous competencies identified for various specialties in public health. The challenge is to recognize what the collective expertise of the field has identified as important competencies and to use this information to develop competencies for the College that meet its mission and student needs. MEZCOPH is constantly strengthening methods to assess whether students graduate with the identified competencies. Finally, MEZCOPH continues to work with employers to obtain their assessment regarding the readiness of the students upon graduation. With the increasing size of the student body, there are more and more employers to contact and it takes more of the College's resources to obtain sufficient feedback to obtain adequate feedback.

Students often do not know what skills they will need in their future positions and in hindsight, will always have content areas that they could have focused on during their degree program. It is the College's intention that alumni and agency feedback will be used by faculty mentors and advisors in OSSAA to guide students toward electives they may find useful in their future positions. Additional strategies to effectively track the rapidly growing undergraduate alumni base are needed.

Plans: MEZCOPH will continue to review the competencies and review course work to assess that they are being addressed, and evaluate students on having met the competencies. Additionally, MEZCOPH plans to support the further development of alumni by providing continuing education programs that will allow them to strengthen their public health competencies as the field continues to grow. This is further explained under Criterion 3.3 – workforce development. The next comprehensive review will be conducted in 2014-15 as part of our academic program review. MEZCOPH has expanded its methods to reach out to employers with preceptor appreciation lunches and will continue to identify additional innovative ways to expand employer feedback.

2.8 OTHER GRADUATE PROFESSIONAL DEGREES

2.8.A. Identification of professional degree curricula offered by the school, other than those preparing primarily for public health careers, and a description of the requirements for each.

Not Applicable

2.8.B. Identification of the manner in which these curricula assure that students acquire a public health orientation. If this means is common across these other professional degree programs, it need be described only once. If it varies by program, sufficient information must be provided to assess compliance by each program.

Not Applicable

2.8.C. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

Not Applicable

2.9 BACHELORS DEGREES IN PUBLIC HEALTH

2.9.A. Identification of all bachelors-level majors offered by the school. The instructional matrix in Criterion 2.1.a. may be referenced for this purpose.

MEZCOPH offers as a Bachelor of Science with a major in public health as identified in Criterion 2.1.A.

2.9.B. Description of specific support and resources available in the school for the bachelors degree programs.

The Bachelor of Science degree is a college-wide degree. The program has a Director who holds a full-time faculty appointment in MEZCOPH. The Director is a member of the College's Education Committee. The Director works with the undergraduate advisors, and the Undergraduate Executive Committee that includes faculty members who teach in the program. The Office of Student Services staff provides advising to undergraduate students regarding their plans of study and career counseling. All undergraduate students have access when appropriate to other College resources including its computer laboratory, study rooms, library services and other resources identified in Criterion 1.7

2.9.C. Identification of required and elective public health courses for the bachelor's degree(s). Note: The school must demonstrate in Criterion 2.6.c that courses are connected to identified competencies (i.e., required and elective public health courses must be listed in the competency matrix in Criterion 2.6.d).

The link between the undergraduate competencies and the undergraduate courses are presented in **Table 2.9.C.1**. Furthermore, this table identifies which courses address the five core areas of public health.

TABLE 2.9.C.1: Undergraduate Courses

Course #	Course Title	Credits
CPH 300	Introduction to Public Health	3
CPH 309	Introduction to Epidemiology (core area)	3
CPH 310	Health Care in the U.S. (core area)	3
CPH 376	Introduction to Health Statistics (core area)	3
CPH 375	Introduction to Environmental and Occupational Health	3
CPH 387	Health Disparities and Inequalities (core area)	3
CPH 433	Global Health	3
CPH 478	Maternal and Child Nutrition (or NSC 310 Principles of Nutrition in Health and Disease)	3
CPH 350	Principles of Health Education and Health Promotion	3
ENGV 308	Technical Writing or ENGL 307 Business Writing	3

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.

In addition to the required courses, students must take an additional 9 units in one of their specific tracks: 1) Environmental and Occupational Health, 2) Health Behaviors, 3) Health Delivery. Furthermore, students take another 12 units of elective course in public health.

A designated member of the MEZCOPH faculty oversees the internships. The faculty member is located in the Office of Student Services to be closer to students. This faculty is responsible for identifying practicum sites, advising students regarding the requirements for the field experience at the practicum sites, meets with field preceptors and reviews the final reports written by the students. The lecturer position has a dual report to the Director of the Undergraduate Program (curricular affairs) and the Assistant Dean for Student and Alumni Affairs (extracurricular issues).

2.9.D. A description of school policies and procedures regarding the capstone experience.

Complete policies and procedures for the undergraduate field experience and final paper are in the Undergraduate Internship Manual (**Resource File 2.9.D.1**). The manual also includes all the forms needed to be completed for evaluating the field work experience. A summary of the policies and procedures is below.

All undergraduate students majoring in Public Health are required to enroll in one internship -- CPH 493A -- for six (6) credits. CPH 493B is an optional 3 or 6 credit internship that can be used towards the CPH electives. Internships provide the opportunities for professional development and training for Public Health majors. If a student does two internships they normally occur at two different sites with differing work plans and professional goals. Students will devote 270 hours per internship in the assigned agency for six (6) credit units. Students may distribute the required credit units and required contact hours over more than one (1) semester with the permission of the internship advisor. The grade for the internship is either Superior, Pass or Fail.

Only students who have completed or are currently taking CPH 350, have attended an internship workshop, been accepted into the public health major and have received the approval of the internship advisor may enroll in CPH 493A or CPH 493B. The internship work plan must be completed and approved by the internship advisor prior to starting internship contact hours.

2.9.E. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: The bachelor of science major in public health is a competency-based degree. It provides students classwork on the five core areas of public health, the ability to obtain specialized information in one of three tracks of public health studies. It culminates with a field experience and a final report.

Challenges: The program's primary issue is managing its growth and optimizing the educational experience of the students so they can gain both depth and breadth in public health at the bachelor degree level.

Plans: The program continues to monitor student progress and plans to offer additional courses to provide more breadth and expand the number of field sites for practical experiences. Both of these activities will allow the program to accommodate the growth in student numbers in the program.

2.10 OTHER BACHELORS DEGREES

2.10.A. Identification of other baccalaureate degrees offered by the school and a description of the requirements for each. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

Not Applicable

2.10.B. Identification of the manner in which these curricula assure that students acquire a public health orientation. If this means is common across these degree programs, it need be described only once. If it varies by program, sufficient information must be provided to assess compliance by each program.

Not Applicable

2.10.C. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

Not Applicable

2.11 ACADEMIC DEGREES

2.11.A. Identification of all academic degree programs, by degree and area of specialization. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

The College offers three additional academic degrees at the Master of Science (MS) and Doctor of Philosophy (PhD) levels in (1) Epidemiology, (2) Biostatistics, and (3) Environmental Health Sciences (**See Table 2.1.A.1**). An undergraduate Bachelor of Science (BS) major in Public Health is offered, as well.

2.11.B. Identification of the means by which the school assures that students in academic curricula acquire a public health orientation. If this means is common across the school, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each.

MS and PhD students obtain a public health orientation through required and regular exposure to the curriculum of the MPH Program, through the incorporation of public health concepts and examples in the Epidemiology course that all MS and PhD students take, and through attendance in required seminars. In the past year, MEZCOPH has also developed a specific Public Health minor for those students who are interested in public health but do not have the resources to complete the entire MPH coursework. The Public Health minor includes 3 of the five core MPH courses and 2 additional public health courses in a particular area of interest.

All MS and PhD students are required to complete two of the MPH core curriculum courses, Basic Principles of Epidemiology and Introduction to Biostatistics. The faculty members of these courses have developed group exercises and projects that encourage collaboration between students and focus on public health issues. The combination of public health and epidemiology students in the classroom ensures a rich diversity of opinions and viewpoints related to the public health curriculum presented.

MEZCOPH also offers the Public Health Seminar Series as a forum for student and professional development, exchange and dissemination of information about public health priorities in the southwest, discussion of promising public health practices, and as a means of connecting MEZCOPH to our community partners. National, regional and local speakers are invited to present public health and prevention oriented topics. Seminars are presented over lunch once a month on Wednesdays. This seminar series affords students the opportunity to learn of faculty service and research interests, and to interact with faculty, academic professionals, public health experts and community partners.

In addition to these seminars, there are numerous other seminars presented by MEZCOPH. These include two endowed lectureships, the James E. Dalen Distinguished Lecture for Health Policy and the Henkel Distinguished Lecture Series. The College also hosts each year a Social Justice Conference which has included internationally recognized public health leaders

including Victor Sidel; former Peruvian president, Alejandro Toledo; Grammy Award winner, Saul Landau; Margo Down, co-founder of No More Deaths; and Preston Reynolds, a member of the board for the Nobel Peace Prize Recipient Physician for Human Rights.

2.11.C. Identification of the culminating experience required for each academic degree program. If this is common across the school's academic degree programs, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each.

All of the Master of Science programs require students to conduct a thesis project that is appropriate for their area of study. The theses for these programs require 6 units of efforts. The PhD dissertation requires at least 18 units of effort. The thesis or dissertation is written under the supervision of an academic advisor and faculty committee. Students are required to provide a public oral defense of their thesis or dissertation.

All PhD students must complete an individualized written and oral examination prior to initiating dissertation work. This written examination requires the student to develop and write a research proposal, with the oral examination focused on the breadth of knowledge in their major and minor field. The defense of the student research dissertation project represents the final assessment that students have met their learning objectives.

All students in the undergraduate program conduct a capstone practicum and this experience is presented in more detail under Criterion 2.9.

2.11.D. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: Students in all the academic degree programs “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.” They accomplish this by taking core public health courses, interacting with students in the professional programs, and participating in a number of college-wide activities that address core public health competencies.

Challenges: None

Plans: We will continue to provide students with course work in public health. We will determine how to get more academic students involved with the various public health events that are sponsored by MEZCOPH. Finally, as new programs are developed we will ensure that public health core areas are part of their curricula.

2.12 DOCTORAL DEGREES

2.12.A. Identification of all doctoral programs offered by the school, by degree and area of specialization. The instructional matrix in Criterion 2.1.a may be referenced for this purpose. If the school is a new applicant and has graduates from only one doctoral program, a description of plans and a timetable for graduating students from the other two doctoral programs must be presented, with university documentation supporting the school's projections.

The doctoral programs were identified in **Table 2.1.A.1** under Criterion 2.1.A. They include three PhD programs and they are in (1) Epidemiology, (2) Biostatistics, and (3) Environmental Health Sciences. MEZCOPH also has one DrPH program that allows students to focus on Public Health Policy and Management or Maternal and Child Health.

2.12.B. Description of specific support and resources available to doctoral students including traineeships, mentorship opportunities, etc.

College support of doctoral students has increased significantly, both in the scope of services provided and in the amount of funding awarded to them. In the past year, a Doctoral Programs Coordinator was hired to coordinate the activities of the doctoral programs and monitor the progress of the students in those programs. This has freed up faculty time previously spent in ensuring students' compliance with University regulations/timelines and has resulted in enabling true faculty-student mentoring relationships.

In acknowledgement of the importance that mentoring plays in the careers of MS and doctoral students, the College initiated a week-long orientation process for new MS and doctoral students. The objectives of this weeklong program are to 1) provide incoming students with relevant programmatic and institutional information needed to be successful; 2) establish close connections to the faculty; and 3) foster academic and social relationships with other members of their cohort.

Doctoral students are granted priority status for assignment of College teaching assistantships and funding awards. Although the College continues to grow its scholarship coffers to be able to provide substantial funding to all graduate students, of particular note, is that 68% of all doctoral and MS students this past year were assigned teaching or research assistant positions. The mentoring and instructional opportunities resulting from these assistantships enhance the training students receive in the classroom. Another 25% of doctoral and MS students receive funding from the University in the form of tuition waivers. In addition to these institutional funding mechanisms, approximately 18% of doctoral students have received College scholarships.

2.12.C. Data on student progression through each of the school's doctoral programs, to include the total number of students enrolled, number of students completing coursework and number of students in candidacy for each doctoral program. See CEPH Template 2.10.1.

TABLE 2.12.C.1 (CEPH Template 2.10.1): Doctoral Student Data for Year 2011/2012

	DrPH	EHS PhD	Epidemiology PhD	Biostatistics PhD
# Newly Admitted in 2011/2012	8	6	2	3
# Currently Enrolled (Total)	28	11	22	12
# Completed Coursework during 2011/2012	3	1	2	0
# Advanced to Candidacy (Cumulative ¹) during 2011/2012	5	1	12	0
# Graduated in 2011/2012	5	0	1	0

¹Another appropriate milestone may be substituted if graduate school reporting makes formal advancement to candidacy too difficult to track.

2.12.D. Identification of specific coursework, for each degree, that is aimed at doctoral-level education.

Biostatistics PhD Program

The PhD in Biostatistics is offered by the Division of Epidemiology and Biostatistics. The doctoral degree program in Biostatistics has an emphasis on the foundations of statistical reasoning and requires its graduates to complete rigorous training in applied probability and statistical analyses. The program prepares students who have demonstrated excellence in mathematics and the sciences to become research biostatisticians in academia, industry, or government.

The curriculum of each student is tailored to his or her background and interests. The doctoral program requires approximately four to five years for completion. The first two years of this time are usually devoted to coursework, the comprehensive doctoral examinations, and development of doctoral research. The program is research oriented and centers on a major research project. The overall course of study is developed by the student and the advisor, and is approved by the student's Graduate committee and the Chair the Biostatistics Section. Students are required to defend their dissertation through a public presentation and oral examination with their committee.

The PhD in Biostatistics requires a minimum of 74 semester units. The courses to meet this requirement are listed below:

Required PhD Courses (32 units)

- MATH 564 Theory of Probability (3)
- MATH 566 Theory of Statistics (3)
- CPH 573A Basic Principles of Epidemiology (3)
- CPH 576A Biostatistics in Public Health (3)

- CPH 576B Biostatistics for Research (3)
- CPH 688 Statistical Consulting (3)
- CPH 687 Theory of Linear Models (3)
- STAT 571B Design of Experiments (3)
- STAT 675 Statistical Computing (3)
- PHCL 595B Scientific Writing Strategies, Skills and Ethics (2)
- CPH 696S Biostatistics Seminar (1 unit : 3 times)

Elective Courses (minimum 15 units)

- CPH 576C Applied Biostatistics Analysis (3)
- CPH 576D Data Management and the SAS Programming Language (3)
- CPH 647 Analysis of Categorical Data (3)
- CPH 648 Analysis of High Dimensional Data (3)
- CPH 675 Clinical Trials and Intervention Studies (3)
- CPH 677 Genetic Association Studies (3)
- CPH 686 Survival Analysis (3)

*Electives may also be chosen from other Statistics or Mathematics courses with approval of the Biostatistics Faculty.

Minor Courses (minimum 9 units)

Each PhD student must complete a minimum of 9 credit hours of course work in a minor area. The minor area of study specifies the number of required minor units. This should consist of a coherent set of courses in an area (or in related areas) of application of biostatistics; the courses may be from more than one program. Minor courses should be primarily applied as opposed to mathematics/statistical in nature.

Dissertation (minimum 18 units)

Each PhD student is required to register for at least 18 units as they conduct research for their dissertation in biostatistics, including the writing and defending of their dissertation.

Environmental Health Sciences PhD Program

The PhD in Environmental Health Sciences (EHS) is offered by the Division of Community, Environment and Policy. Environmental Health Sciences is the scientific discipline concerned with the behaviors and environmental conditions linked to human injury or disease. Through the use of applied research in a multi- and interdisciplinary approach, Environmental Health Sciences provide the critical link between the environment and human health impacts.

The degree prepares individuals to evaluate and control health risks posed by chemical and biological contaminants and physical exposures (noise, heat and radiation) in occupational and non-occupational environments. Students receive advanced systematic training in epidemiological and community-based research methods, biostatistical analysis, environmental health sciences, prevention sciences and behavioral sciences.

The Environmental Health Sciences PhD Program is designed for individuals who seek training for leadership roles in environmental health research. It is anticipated that graduates will occupy positions as project leaders, program developers, and academicians. Students will be admitted to the PhD program and are expected to complete a Master's degree prior to admission to the PhD program. Only those students who have completed a related Master's degree program will be admitted directly to the PhD program.

On average, the PhD program requires approximately four to five years for completion. The first two years of this time are usually devoted to coursework, the comprehensive doctoral examinations, and development of doctoral research.

Graduate students in the EHS degree programs with a worker protection or industrial hygiene focus may be eligible for funds provided by the National Institute of Occupational Safety and Health (NIOSH). These training funds are administered through the Director of the Office of Student and Alumni Affairs with EHS faculty review.

The PhD in Environmental Health Sciences requires a minimum of 72 semester units. The courses to meet this requirement are listed below:

Required PhD Courses (minimum 25 units)

- CPH 573A Basic Principles of Epidemiology (3)
- CPH 575 Environmental and Occupational Health (3)
- CPH 576A Biostatistics for Public Health (3)
- CPH 576B Biostatistics for Research (3)
- CPH 584 Fundamentals of Industrial and Environmental Health (3)
- CPH 502 Environmental Monitoring and Analysis (3)
- CPH 653 Applied Exposure Assessment (3)
- CPH 696R Environmental Health Seminar (4)

Elective Courses (minimum 20 units)

Students select courses in areas of emphasis: Climate and Health; Environmental Contaminant Modeling; and Occupational Health and Safety.

Suggested Listing of Elective Courses:*

- CPH 418/518 Principles of Risk Assessment (3)
- CPH 422/522 Safety Fundamentals (3)
- CPH 489/589 Public Health Preparedness (3)
- CPH 553 Toxicology and Chemical Exposures (3)
- CPH 655 Control of Occupational Exposures (3)
- CPH 596R Radiation Seminar (1)

*There are a great majority of other University courses that can serve as electives for the MS/PhD in Environmental Health Sciences. Please consult with advisor regarding other University courses which would fulfill the elective requirements.

Minor Courses (minimum of 9 units)

PhD students must complete a minor of at least 9 units from **another area of study**. Minors that may interest students in this program include Biostatistics, Epidemiology, Water Quality, Global Climate Change, Environmental Planning, Applied Mathematics, Engineering, Atmospheric Science, and Soil, Water and Environmental Science, just to name a few. With committee approval, a minor may be selected from any program of study at the University of Arizona that offers a doctoral degree.

**Requirements for a PhD minor in individual departments may vary. Required elective hours will be reduced if the minor exceeds 9 units.

Dissertation (minimum 18 units)

Each PhD student is required to register for at least 18 units as they conduct research for their dissertation in environmental health sciences, including the writing and defending their dissertation.

Epidemiology PhD Program

The PhD in Epidemiology is offered by the Division of Epidemiology and Biostatistics. Epidemiology is the scientific discipline concerned with the causes and prevention of human disease. Epidemiology focuses on the occurrence of disease among human populations, considering changes within populations over time and differences among and between populations in disease risk.

The PhD in Epidemiology trains individuals for careers in research and teaching in academic settings, research institutes, government agencies and industry. It has been designed for students whose careers will focus on conducting investigator-initiated and collaborative epidemiologic research. On average, the doctoral program requires approximately four to five years for completion. The first two years of this time are usually devoted to coursework, the qualifying exam, the comprehensive doctoral examinations, and development of doctoral research. The program is research oriented and centers on a major research project.

The PhD in Epidemiology requires a minimum of 73 semester units. The courses to meet this requirement are listed below:

Required Courses (minimum of 29 units)

- EPID 573A Basic Principles of Epidemiology (3)
- EPID 573B Epidemiologic Methods (3)
- EPID 573C Advanced Epidemiology (3)
- EPID 576A Biostatistics in Public Health (3)
- EPID 576B Biostatistics for Research (3)
- EPID 651 Bioethics, Regulations, & Repercussions in Research (2) OR PHCL 595B Scientific Writing Strategies, Skills and Ethics (2)
- EPID 660 Infectious Disease Epidemiology (3)
- EPID 670 Chronic Disease Epidemiology (3)
- EPID 696A Epidemiology Seminar (1 unit - 4 times) (or equivalent approved by advisor & Chair)
- EPID 796A Epidemiology Doctoral Seminar (1 unit - 2 times)

Electives (minimum of 17 units)

A total of 12 units must be in Epidemiology/Biostatistics. A maximum of 10 units of Independent Study/Research Credit (EPID 599, 699, 799, 900) are allowed.

Minor Courses (minimum 9 units)

Each PhD student must complete a minimum of 9 credit hours of course work in a minor area. The minor area of study specifies the number of required minor units.

Dissertation (minimum 18 units)

Each PhD student is required to register for at least 18 units as they conduct research for their dissertation in epidemiology, including the writing and defending their dissertation.

Doctor of Public Health (DrPH) Program

The DrPH is an advanced, professional degree program designed for the student who has a Master of Public Health (MPH) degree or its equivalent and who intends to pursue a leadership career as a public health professional. The DrPH program is unique as it focuses on developing future leaders in public health practice, who will advance the public's health through the integration and application of a broad range of knowledge and analytical skills in leadership, practice, policy analysis, research, program management and professional communication.

The DrPH program prepares these individuals to translate scientific knowledge into community-based programs that improve the health status of communities, identify solutions to community health problems, and provide leadership in public health policy and management within both academic and nonacademic settings, as well as in public-agency or private-sector settings that emphasize improving the health of the public.

There are two areas of study available to DrPH candidates. Students are required to select either Maternal and Child Health or Public Health Policy and Management.

The DrPH in Maternal and Child Health is offered by the Division of Health Promotion Sciences. The DrPH in Maternal and Child Health (MCH) concentrates on the population-based study of health and health care of women of child-bearing age, infants, children, adolescents, and families. The program is designed to prepare students for advanced administrative, research and teaching positions. Upon completion of the program, graduates will be able to assume academic positions, to be employed as MCH epidemiologists, policy analysts, and evaluation specialists or to be program directors. Graduates may also assume senior administrative positions in health care organizations serving families or in MCH-related advocacy programs. These positions may be in the public or private sector at the local, state, federal, or global level.

The DrPH program in Public Health Policy and Management is offered by the Division of Community, Environment and Policy. The doctoral degree program in public health develops leaders and managers of public and private sectors who have proficiency in public health analysis, management, critical thinking, teaching and the translation of research into policy and

practice. Our graduates will have the skills to work with diverse populations, building on extensive collaboration at the community level. The DrPH in Public Health Policy and Management focuses on developing future leaders in public health practice, who will advance the public's health through the integration and application of a broad range of knowledge and analytical skills in leadership, practice, policy analysis, research, program management and professional communication.

The DrPH program requires a minimum of 64 semester units for Public Health Policy and Practice and 65 semester hours for Maternal and Child Health. The courses to meet this requirement are listed below:

DrPH Required Courses (minimum of 22 units)

- CPH 516 Ethics, Values and Public Health Policy (3)
- CPH 642 Public Health Communications (3)
- CPH 652 Grantsmanship for a Winning Proposal (3)
- CPH 544 Fundamentals of Evaluation (3) or Public Health Research and Evaluation (3)
- CPH 609 Evaluating the Public Health Literature (1 unit - 2 times)
- MEZCOPH Field Courses* (2)
- Higher Levels Methods Course (3)
- Community and Cultural Sensitivity Course (3)

Concentration Area Courses (minimum of 9 units)

Required MCH Courses (10 units)

CPH 682 Maternal and Child Health Policy (3)
CPH 606 Cultural Understanding and Epidemiological Methods (4)
CPH 605 Participatory Action Research (3)

Required PHPM Courses (9 units)

CPH 617 Advanced Public Health Policy Analysis (3)
CPH 641 Advanced Health Care Administration (3)
CPH 569 Fundamentals of Health Budgeting and Financial Management (3)

Electives (minimum of 6 units)

Each student is required to take at least 6 units of elective courses. These courses are meant to support the student's area of interest and prepare them to conduct their dissertation.

Minor Courses (minimum 9 units)

Each DrPH student must complete a minimum of 9 credit hours of course work in a minor area. The minor area of study specifies the number of required minor units.

Dissertation (minimum 18 units)

Each DrPH student is required to register for at least 18 units as they conduct research for their dissertation in public health, including the writing and defending their dissertation.

2.12.E. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: MEZCOPH has three active academic doctoral programs and a DrPH program that allows for two areas of specialization. All of these programs provide students with courses that address public health knowledge. The DrPH program is competency based degree and requires students to participate in practical experiences.

Challenges: None

Plans: We will use our strategic planning process and initiatives proposed by faculty to determine whether there are new areas in which we should consider expanding our doctoral programs.

2.13 JOINT DEGREES

2.13.A. Identification of joint degree programs offered by the school. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

MEZCOPH offers several dual degrees as defined by our Graduate College. Dual degree programs are formal programs that result in the awarding of two degrees. Typically there is some overlap so that the total number of units required is reduced. However, no more than 50 percent of the units in the degree with the least amount of required credits can be counted for both degrees. At the same time, students must meet each degree's specific requirements. In general, most students are able to complete both degrees a year earlier than if they had taken them separately.

The dual degrees that are offered were identified in Criterion 2.1.a. They include MD-MPH, MPH-JD, MPH-PharmD, MPH-MBA and two areas of study for an MPH-MS in Mexican-American Studies and in Latin American Studies. The number of students enrolled in each dual degree program from 2009-10 to present is listed below in **Table 2.13.A.1**.

Table 2.13.A.1: Number of Students Enrolled in MEZCOPH Dual Degree Programs

Dual Degree Program	2009-2010	2010-2011	2011-2012	2012-2013
MD-MPH	19	24	27	32
MPH-JD	1	2	2	3
MPH-PharmD	n/a	n/a	n/a	1
MPH-MBA	1	1	0	3
MPH-MS (Mexican American Studies)	1	5	1	1
MPH-MS (Latin American Studies)	3	4	4	4

2.13.B. A list and description of how each joint degree program differs from the standard degree program. The school must explain the rationale for any credit sharing or substitution as well as the process for validating that the joint degree curriculum is equivalent.

Students who receive an MPH as part of a dual degree must be accepted into one of the concentration areas of study using the same admission process as all other MPH students. Furthermore, students complete all the requirements for their concentration area of study except for the MD-MPH program which has its own set of concentration courses. Furthermore, all dual degree students, including the MD-MPH students must take the 5 core MPH classes, required concentration area courses, have a practical experience, present at an internship conference and write a capstone Master's Report. Because the MPH curriculum usually only allows for a few elective courses, these are the units that are sometimes used from the second degree. Internships and practical experiences are sometimes shared between the programs to meet various requirements but students must present at the MPH Internship Conference and prepare a separate MPH Master's report to meet the MPH capstone requirement. See **Appendix 2.13.B.1** for specific information about each dual degree.

The MD-MPH course work has been developed specifically for medical students to complement their medical studies at both Tucson and Phoenix campuses. The emphasis of the MD/MPH Dual Degree is on Clinical Leadership; it is anticipated that graduates will be leaders in a wide variety of clinical and public health settings. The MD-MPH program is designed to give students expertise in public health, prevention and clinical issues they will face, and provide a framework for problem solving and implementing effective health programs.

In addition to the MPH Core courses (15 units), students who are in both programs are required to take CPH 570 Issues and Trends in Public Health (3 units) CPH 896I Clinical Leadership and Administration (4 units), 8 units of elective credits that are integrated into the MD-MPH dual degree program and their internship for 12 units. The MPH portion of the dual degree is 42 credits.

The MD-MPH Program is typically a 5-year program in Tucson; however, some students, particularly those with previous public health courses at The University of Arizona, have chosen to accelerate the program. The medical school curriculum in Phoenix allows students to complete both degrees in 4 years as they participate in a 4-year longitudinal public health internship that is integrated into the MD-MPH program.

In general, the first two years of medical school consist of the five core public health courses integrated with the medical school curriculum. Students enroll in one public health course each semester. Students are able to work within their own plan of study to take MPH courses that fit their schedules. The third year is comprised of remaining core courses, public health electives, clinical leadership development, and culminates with a field internship experience.

2.13.C. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: The dual degree programs offer MPH students the ability to obtain additional knowledge in an additional professional or academic field during their time of study at MEZCOPH. Conversely, graduate students in professional and academic programs take and meet all the requirements required for an MPH degree.

Challenges: MEZCOPH is consistently being requested to create new dual degree programs. The development of additional programs will be undertaken if they meet the overall mission and values of the College and appropriate resources are available.

Plans: MEZCOPH will continue to monitor the number of students who are admitted to the various dual degree programs and to have regular meetings with the directors of the programs that work with MEZCOPH on the dual degree programs. These meetings have been held each year during a spring education meeting, but now may move to a biannual format.

2.14 DISTANCE EDUCATION OR EXECUTIVE DEGREE PROGRAMS

2.14.A. Identification of all degree programs that are offered in a format other than regular, on-site course sessions spread over a standard term, including those offered in full or in part through distance education in which the instructor and student are separated in time or place or both. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

Not Applicable

2.14.B. Description of the distance education or executive degree programs, including an explanation of the model or methods used, the school's rationale for offering these programs, the manner in which it provides necessary administrative and student support services, the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the school, and the manner in which it evaluates the educational outcomes, as well as the format and methods.

Not Applicable

2.13.C. Description of the processes that the school uses to verify 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 or degree and receives the academic credit.

Not Applicable

2.14.D. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

Not Applicable

CRITERION 3.0: CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE

3.1 RESEARCH

3.1.A. Description of the school's research activities, including policies, procedures and practices that support research and scholarly activities.

Overview

The primary research and scholarship goal of MEZCOPH is to foster excellence in public health research with an emphasis on diverse populations and the Southwest. The major research and scholarship objectives are shown in Criteria 1.1.d.

The position of Associate Dean for Research and the Office of Research were created in July 2002 to support the research mission and goals of the College. Also created was a Research Advisory Committee (RAC). In January of 2012, the Dean appointed a new Associate Dean for Research who has been working to update MEZCOPH's research policies, procedures, and practices and has been leading the strategic planning process for research. The Dean also committed new resources to the Office of Research and a new staff member was hired in May 2012, increasing the number of staff in the research office to two full time FTEs.

As evident from MEZCOPH's funding (detailed in **Tables 3.1.C.1 and 3.1.C.2—CEPH Template 3.1.1**), the College's portfolio is diverse, ranging from bench science to community-based research. Funding is obtained from a wide variety of sources, including federal agencies such as NIH, CDC, HRSA, SAMHSA, to national and local foundations. Equally impressive are the wide-ranging collaborations within and among a variety of academic institutions, state and local health departments, and community agencies locally, nationally and internationally. Considerable effort is made to address issues of health disparities with a focus on the underserved populations of the Southwest. MEZCOPH also strives to involve students in both the conduct of the projects as well as publications resulting from them.

Centers and Programs

The **Arizona Public Health Training Center's (AzPHTC)** goal is to address the Arizona workforce training needs with health and education partners throughout the state. The applied research of the Arizona Public Health Training Center has an overall goal to provide current information that will advance the knowledge and skills of the public health workforce. It conducts assessments regarding the training needs of the public health workforce and how they change over time. It also contributes to this goal by evaluating the process and outcomes of various training methodologies.

The **Arizona Prevention Research Center's (AzPRC)** mission is to partner with communities to improve the health and well-being of people living in the US-Mexico Border states through

research, training, advocacy and policy change. The Center is a CDC funded Prevention Research Center that houses diverse projects and activities that use community-based participatory action research (CBPR) to focus on the prevention of chronic disease in the border region.

The **Asthma Clinical Research Center (ACRC)** is funded by the American Lung Association. The ACRC is the nation's largest not-for-profit network of clinical research centers dedicated to asthma treatment research, attracting some of the best asthma investigators worldwide. The Center is a collaboration between the Mel and Enid Zuckerman College of Public Health and the Arizona Respiratory Center and conducts both industry funded and federally funded research. The Center conducts research in both adults and children which is funded by the National Institutes of Health, industry and other sponsors.

The **Canyon Ranch Center for Prevention and Health Promotion (CRCPHP)** is dedicated to helping people achieve and maintain healthy lives by providing a variety of opportunities that facilitate and support growth in all aspects of health and well-being: physical, social, mental, spiritual, environmental, and emotional. The CRCPHP fosters the collaboration of academic, community and public health stakeholders by using research, education, advocacy, awareness, and service delivery to improve the health and well-being of the Tucson community by facilitating the practical application of strategies that can assist individuals, communities, and societies in adopting and maintaining healthy lifestyles. The CRCPHP has a focused research effort in the thematic area of diet and physical activity. While this can be broadly defined in terms of chronic disease risk reduction this focus implies a specific interest in obesity risk reduction. Philosophically the center supports the notion that primary prevention saves the costs, burden and loss of life quality associated with clinical disease. Importantly, we value research conducted in disparate populations and research that promotes community engagement as well as individual behavioral change in enhancing health.

The **Center of Excellence in Women's Health's (WCOE)** mission is to improve health and promote wellness of all women throughout the lifecycle. The UA WCOE is led by a distinguished and diverse group of UA administrators, clinicians, and researchers with input from community members. The staff is committed to the idea that women deserve health care that supports their unique needs in every stage of their lives; is based on the most recent scientific evidence, and is sensitive to their language, culture, beliefs and lifestyle. The Center of Excellence in Women's Health (WCOE) has an active research portfolio with 15 current studies. Research participation includes study leadership in the role of Principal Investigator or Co-Principal Investigator, methodological consultation, study coordination and data analysis. The WCOE has a dedicated team for clinical research studies composed of a Clinical Research Team Manager and Technician. Non-clinical studies are implemented by Center Directors and Program Managers in partnership with schools and communities.

The **Healthy Aging Lab** is an epidemiologic research laboratory investigating causes, consequences, and effective interventions for common health conditions in older people. Ongoing studies in the lab focus on similarities and differences in etiologies and health effects

of osteoporosis (low bone mass and high fracture risk), sarcopenia (low skeletal muscle mass and strength), and anemia (low hemoglobin level) across different racial/ethnic groups of older women. A current National Institute of Aging funded project is studying biomarkers and genetic factors related to sarcopenia (aging related low muscle mass and function) in 2800 older women. Research on prediction models for hip fractures in aging women is funded by the National Institute of Arthritis, Musculoskeletal, and Skin. Investigators in the Center also received a MEZCOPH Dean's mini-grant to investigate the feasibilities of using exercise and computer training to reduce feelings of loneliness in older people.

The **Center for Rural Health** (formerly the Rural Health Office) has been in existence for more than 23 years. Established through an Arizona legislative appropriation, the CRH has provided an extensive framework for service collaboration with underserved communities throughout Arizona, as well as the Southwest and internationally. The Center has over three decades of conducting research on rural health issues in the state of Arizona. The methodologies used by the Center's researchers are varied in nature, ranging from qualitative to quantitative methods. The types of research projects are also varied in nature and include the following: health professional workforce assessments, community needs assessments, program evaluation, patient safety and quality improvement, health literacy, and projects related to improving access to care. The overarching goal of these research projects is to improve the health of individuals living in rural Arizona and, as such, considerable effort is placed on knowledge translation - producing research results which are timely and relevant for policy makers and end users of healthcare

Faculty Expectations

The research mission of the University requires faculty members to contribute actively to the expansion of intellectual frontiers and to participate in the creation and/or scientific application, translation, evaluation, and dissemination of new knowledge. Faculty whose primary area of responsibility is considered to be research are generally expected to participate in applied and/or basic research and to contribute to the research activities and grant seeking of other MEZCOPH faculty. Specific expectations are based on the faculty member's academic credentials and Annual Work Plan.

In addition to faculty researchers, MEZCOPH also has academic professionals who contribute to the research mission of the College. These individuals are appointed, non-faculty employees who are involved with research programs, who require professional and intellectual freedom, and who report to a person below the level of the vice president (<http://uhap.web.arizona.edu/definitions.html>). These individuals are critical to the College's research mission and are included separately in **Table 3.1.C.2**.

Research Support

The College's research office fosters and supports faculty research in conjunction with the business office, Centers, and the Divisions. Faculty prepare grants with the assistance of the College's business and research offices. All grants and contracts must go through multiple levels of review and approval, beginning with the Division. Proposals are then forwarded to the

Dean's office for fiscal review and approval. The final level of review occurs at the University level with the Office of Sponsored Projects. All research projects involving human or animal subjects are reviewed by the University's Institutional Review Board or the Institutional Animal Care and Use Committee and must be approved before research begins.

Several College wide mechanisms for pilot research funding exist. The Dean's mini-grant program is an annual program which provides funding for seed grants for MEZCOPH faculty and students. Priority is given to grants that are focused on projects that involve community collaborations related to health promotion and that have the potential to significantly reduce the burden of chronic diseases among those disproportionately affected. Faculty grants are expected to generate pilot data to support external grant applications. Student grants are expected to be an integral part of their dissertation. MEZCOPH's Canyon Ranch Center for Prevention and Health Promotion (CRCPHP) provides funding for pilot/feasibility (P/F) studies in the area of nutrition, physical activity, or obesity. The funds serve to stimulate research and support collaboration that will strengthen the overall mission and specific goals of the CRCPHP. The P/F studies may focus on any area of research related to nutrition, physical activity, or obesity and are designed to 1) provide initial project support for new investigators; 2) allow exploration of possible new directions for established investigators; 3) stimulate investigators from other areas of endeavor to use their expertise for nutrition/obesity research, and 4) support collaboration among academic, community, and public health stakeholders in the pursuit of addressing health disparities. In addition to these College wide programs, there are other opportunities for pilot grant funding on campus such as the Vice President for Research's Community Connection and Faculty Seed grants and small grant opportunities from University Centers.

The University's Vice President for Research supports the College's research mission by providing 30% of start-up packages to be used for research development and expansion. Funds secured for newly hired and retained faculty are used to offset initial and ongoing costs of research personnel, operating needs, travel, equipment and renovation of laboratory space. MEZCOPH is responsible for any remaining costs to the commitment. As a result, MEZCOPH routinely looks for and often secures strategic partnerships with other colleges during candidate negotiations to better secure the hire and start-up commitment.

The Office of the Associate Dean for Research oversees the College's research mission. The Associate Dean for Research facilitates research and serves as the liaison between the College, the University's Office of Sponsored Programs, the IRB and IACUC, and the Office of the Vice President for Research. Through the College's 2012 Strategic Planning Process, the Associate Dean worked with the Division Directors and faculty to create research themes which are in line with the University's research mission and are used to prioritize hiring and resources. The Associate Dean for Research is responsible for mentoring individual faculty, fostering and encouraging multi-disciplinary collaborations within the College, across the University and with the community. The Associate Dean for Research serves on the College of Medicine's Research Advisory Board and meets regularly with other Associate Deans across campus, colleagues within the community and other organizations to discuss research issues and potential

collaborations. She represents the College on research related University committees, such as the IRB Core Users Group, and serves as the College's HIPAA liaison.

The Associate Dean for Research chairs the Research Advisory Committee (RAC), a standing committee which advises the Dean and Associate Dean of Research on matters pertaining to the research programs of the College (e.g. research infrastructure needs, indirect cost recovery policies, human subjects and animal protection program policies and procedures). The RAC develops research policy for the College of Public Health that is implemented and disseminated to the research community via the Office of the Associate Dean for Research. The committee meets monthly to address issues of concern and review policies and progress. The RAC also makes recommendations for the annual college award for research, as well as nominations for university wide research recognition.

The Office of the Associate Dean for Research is also responsible for the Departmental review and scientific oversight of all of the College's IRB applications from students, appointed professionals, and faculty. All IRB applications are sent to the Office of the Associate Dean for Research for administrative review and then the Office distributes the application to the IRB Scholarly Review Committee (SRC). The Associate Dean for Research chairs the SRC which is charged with reviewing all Human Subjects material (faculty and student projects) before it is sent to the University's Institutional Review Board. The SRC reviews each application to determine if the information contained is complete and that the scientific or scholarly validity of the project has been assessed and found to be appropriate. Projects that have undergone peer review from a federal funding agency (i.e. NIH, CDC) are exempt from this process. However, investigators will need to submit to the Associate Dean for Research Office the peer review document indicating "no human subjects concerns" or if concerns were noted, indicate how these were addressed in the protocol. Final IRB submissions from the College are submitted by the Office of the Associate Dean for Research.

In order to facilitate successful research in junior faculty, faculty members below the rank of Professor are required to have a mentor. The selection is usually made by the faculty member in conjunction with his or her division director. The mentor is expected to meet regularly with the faculty member and to complete an assessment of progress in the faculty member's annual performance review (APR). In addition, the MEZCOPH Research Office, often in collaboration with the Research Offices from the other colleges at the UA, offers workshops and symposia for faculty and students. Workshops range from all-day updates on HIPAA regulations, to mini-NIH study section mock reviews, to training on the use of the Community of Science database for personalized funding opportunity notification.

Policies, Procedures and Practices

The University of Arizona (UA) complies with Federal and State research policies. The UA has established a number of written policies that apply to research (see <http://policy.arizona.edu/research>). There is a Handbook for Principal Investigators. These written policies include those on conflict of interest and commitment; technology transfer; ethics; regulatory compliance; direct and indirect costs of sponsored agreements; intellectual

property rights; and radiation and lab worker training. University policies also include: computing, faculty governance, financial policies, human resources, and State and Federal relations. The Financial policies cover: financial records systems; payroll; property management; procurement and contracting services; and policies for following UA business practices guidelines. Many of these policies/procedures can also be found on the University's Office for the Responsible Conduct of Research website (<http://orcr.vpr.arizona.edu/>). The MEZCOPH Research and Business Offices work closely with Sponsored Projects Services and the Office of Research and Contracts Analysis to implement University policies related to pre and post award management of research and contract funding.

Some of the more commonly used University policies for public health researchers include those to protect human subjects used in research (see http://www.irb.arizona.edu/manual_procedures.html). The MEZCOPH Research Office serves as the conduit for human subjects reviews emanating from MEZCOPH appointed personnel and student field-projects prior to their being sent to the University of Arizona Human Subjects Office. The MEZCOPH Research Office is responsible for overseeing faculty and student IRB submissions. Faculty and student IRB applications are submitted to the Office of Research where they are reviewed for accuracy and completeness. In 2012, at the request of the IRB, the new Associate Dean for Research implemented an IRB Scholarly Review Panel which is charged with reviewing all Human Subjects material before it is sent to the Human Subjects Protection Program. The SRC reviews each application to determine if the information contained is complete and that the scientific or scholarly validity of the project has been assessed and found to be appropriate. There are also University policies related to animal care and use (<http://orcr.vpr.arizona.edu/iacuc>) which MEZCOPH follows. MEZCOPH investigators also frequently follow University policies related to HIPAA (<http://orcr.vpr.arizona.edu/hipaa>) and Conflict of Interest (<http://orcr.vpr.arizona.edu/conflict-of-interest>). The Office of the Associate Dean for Research assists faculty in navigating and understanding these policies and how they apply to the individual faculty member.

MEZCOPH has been a national leader in developing effective, long-term research relationships with tribal communities. Investigators seeking to establish a research partnership must understand the nature of the past injustices that contribute to tribes' distrust of research and the parameters of tribal sovereignty relevant to the oversight and termination of research on tribal lands. To assure that MEZCOPH and ultimately all UA investigators are aware of and respect the diverse research approval procedures of tribal sovereign nations, MEZCOPH took the lead in working with the UA Office for the Responsible Conduct of Research, the UA Office of the Senior Vice President for Research and the UA American Indian Studies Program to develop a module to accompany the Collaborative Institutional Training Initiative (CITI) exam. At UA the Research with Sovereign Native Nations module is now required of all investigators.

MEZCOPH has additional written policies that include a policy against accepting tobacco money, and its own policy on funding its Office of Information Technology (including the cost per operations and maintenance of the network and individual computers). Specific usage policies

and guidelines for computer and network use include, for each person using college computing and network resources: 1) following Student Code of Conduct (<http://deanofstudents.arizona.edu/studentcodeofconduct>); Classified Staff Personnel Policy Manual (http://www.hr.arizona.edu/classified_staff_human_resources_policy_manual) or University Handbook for Appointed Personnel policies (<http://web.arizona.edu/~uhap/>); 2) abiding by security measures implemented to protect information, data, and systems; 3) clearly and accurately identifying oneself in electronic communications; 4) using computer and network resources efficiently; 5) ensuring that others are free from harassment or intimidation; 6) ensuring that the use of computer resources and networks is academically oriented; 7) respecting copyright and intellectual-property rights; 8) respecting university property; and 9) respecting and adhering to other departmental/college/internet service provider's acceptable use of policies. MEZCOPH also has policies related to research space. New space for research projects (whether on or off-campus) requires MEZCOPH approval during the proposal routing process. The Proposal Routing Sheet, which includes a UA space request application, requires signatures from the Division Director, the MEZCOPH Office of Financial Affairs and Physical Resources and the Dean.

3.1.B. Description of current research undertaken in collaboration with local, state, national or international health agencies and community-based organizations. Formal research agreements with such agencies should be identified.

MEZCOPH researchers work with collaborators at local, state, national and international health agencies and community based organizations. **Table 3.1.B.1** shows agencies with whom we have had formal funding agreements with over the past two years. Examples of collaborations include:

Table 3.1.B.1: Formal Research Contracts and Agreements for Fiscal Years 2010/2011 and 2011/2012

Federal	
Centers for Disease Control and Prevention	Federal
Health Resources and Services Administration	Federal
National Cancer Institute	Federal
National Heart, Lung, and Blood Institute	Federal
National Institute on Aging	Federal
National Institute of Allergy and Infectious Disease	Federal
National Institute of Arthritis and Musculoskeletal and Skin	Federal
National Institute for Occupational Safety and Health	Federal
Institutes of Higher Education	
Harvard University	Institution of Higher Education
Iowa State University	Institution of Higher Education
Kansas State University	Institution of Higher Education
Stanford University	Institution of Higher Education
University of Alabama	Institution of Higher Education
University of California, Los Angeles	Institution of Higher Education

University of Oklahoma Health Science Center	Institution of Higher Education
University of Minnesota	Institution of Higher Education
University of Mississippi Medical Center	Institution of Higher Education
University of Pittsburgh	Institution of Higher Education
State	
Arizona Biomedical Research Commission	State - Arizona
Arizona Department of Health Services	State - Arizona
Governor's Office for Children Youth and Families	State - Arizona
Local Government	
Hualapai Tribe	Local Government - Arizona
Maricopa County, Arizona	Local Government - Arizona
Maricopa County Department of Public Health	Local Government - Arizona
Pima County, Arizona	Local Government - Arizona
Yuma County Public Health Services District	Local Government - Arizona
Private Non-Profit (Domestic and Foreign)	
Arizona Health-E Connection	Private Non-Profit
C3 Collaborating for Health (United Kingdom)	Foreign Private Non-Profit
El Rio Community Health Center	Private Non-Profit
Gynecologic Oncology Group	Private Non-Profit
Hispanic-Serving Health Professions Schools	Private Non-Profit
International Rescue Committee, Incorporated	Private Non-Profit
Mariposa Community Health Center	Private Non-Profit
Pan American Health Organization	Private Non-Profit
Tucson Indian Center	Private Non-Profit
University of Arizona Health Plans-University Healthcare	Private Non-Profit
Private Profit (Domestic and Foreign)	
Inovio Pharmaceuticals, Incorporated	Private Profit
Photocure ASA (Norway)	Foreign Private Profit
Tripath Oncology, Incorporated	Private Profit
Ventana Medical Systems, Inc.	Private Profit
Foundation	
National Swimming Pool Foundation	Foundation
Robert Wood Johnson Foundation	Foundation
United Way	Foundation
University of Arizona Foundation	Foundation

Examples of such collaborations include the projects listed below.

State

Chronic Disease Risk Survey in an Arizona Native American Community (Arizona Biomedical Research Commission). National surveys, such as the Behavioral Risk Factor Surveillance System, are used to identify health knowledge, attitudes, risks and behaviors within large geographic areas. However, these surveys do not provide sufficient information to address the health concerns of smaller communities, such as American Indians (AI), because these groups constitute only a small sample within any specific survey year and the survey is conducted through telephone interviews. Small communities still need this information to address local health conditions. This project developed a health survey in collaboration with the Hopi Tribe.

The survey was designed to be representative of Hopi men and women and to determine if attitudes, knowledge, risks or behavior vary by residence on or off the reservation. The research also identified optimal methods for implementing standardized health surveys among AI in Arizona living in rural and urban communities.

Local Government

Cardiovascular Risk Reduction in Patients with Diabetes (Hualapai Tribe). This project aimed to reduce cardiovascular disease and type 2 diabetes risk factors in tribal members 12 years and older by increasing the frequency and intensity of physical activity through the promotion of social cohesion and collective efficacy. MEZCOPH worked with the tribal community to implement and evaluate the program.

Private Non-Profit

Evaluation of Center for Well Being Mental Health Services (International Rescue Committee). This research project conducted a program evaluation for the International Rescue Committee Tucson Center for Well Being's mental health services. Evaluation included measuring client KABB and satisfaction. The Center for Well-Being serves all refugees in Pima County and provides essential support services that help refugees overcome obstacles to become thriving Americans. The Center's holistic approach emphasizes prevention, education and lifestyle management, and empowers refugees to make long-term and lasting changes that support healing and optimum health. The IRC provides education, referral and advocacy services to refugee women. The program uses the principals of the community health worker/promotora model in which successfully resettled refugee women work with newly arrived women from their own culture to provide education about available community resources, connection to needed assistance and support during the initial adjustment phase. The program also builds leadership skills and empowers refugee women to become their own advocates.

National Women's Leadership Institute (Mariposa Community Health Center). The National Women's Leadership Institute is a community health worker training workshop that was developed by the Mariposa Community Health Center (MCHC) in collaboration with the Mel and Enid Zuckerman College of Public Health Arizona Prevention Center (AzPRC) in 1998 with funding from the DHHS Office of Women's Health. The Women's Health Leadership Institute (WHLI) was a national initiative sponsored by the DHHS Office on Women's Health. The purpose of the WHLI was to build the leadership skills of Community Health Workers (CHWs) as community change agents to reduce health disparities among women. Evaluation of the WHLI included measuring the cultural appropriateness of the curriculum for a diverse national audience. CHW Trainees from the first five public health regions shared their impressions and preliminary evaluation results. Information on how to become a CHW Trainee was shared and suggestions on how to further disseminate the WHLI were explored.

Native Pride (Tucson Indian Center). This research project evaluated the Native Pride Project. The purpose of the Native Pride Project is to gain a better understanding of the problem of suicide among American Indian youth in the Tucson community, and to develop, implement, and evaluate a community and culturally based suicide prevention program for Tucson Indian

Center's service population. The evaluation utilizes a pre/post design to assess the effectiveness of the Native Pride Project in increasing protective factors and decreasing risk factors for suicidal behaviors among program participants. We also assess the outcomes of ASIST trainings on suicide intervention skills among staff and community members. Outcomes of interest include depression, disruptive behavior, substance use, and cultural/ethnic pride. Universities are also working on a training component intended to build community and agency capacity for conducting research and evaluation activities.

Foundation

Development and Validation of a Questionnaire to Access Swimming Pool Exposures and Health Outcomes. (National Swimming Pool Foundation). Recreational waterborne disease is at an all-time high since reporting began in 1978, suggesting need for improved exposure assessment and risk management. From 2005-2006, recreational waterborne outbreaks resulted in 4,412 illnesses, 16 hospitalizations, and 5 deaths. Most recreational waterborne outbreaks occur in treated water venues, causing gastroenteritis from enteric pathogens, especially chlorine-resistant *Cryptosporidium*, or chemicals. Primary adverse health outcomes include enteric infection, respiratory illness, and skin infections/irritations. There is a clear link between swimming pool use and increased adverse health effects. Data gaps exist, however, related to swimmer behaviors and specific pool operations contributing to contaminant exposures and health outcomes. This research project aims to develop a detailed questionnaire to standardize the exposure assessment process. The questionnaire will collect information related to pool characteristics (i.e., engineering, design, and operation), use (i.e., bather load, population demographics) swimmer behaviors (activity patterns) and pre- and post-health outcome assessment. The developed questionnaire will be evaluated by internal, external industry, and external scientific expert panels. Finally, the questionnaire will be validated by comparing participant responses to direct observational data collected by project personnel. Observational data collection will include videotaped activity patterns, individual metered activity surveys, and both direct and indirect pool operations monitoring. The final questionnaire will be made available to researchers conducting or planning studies related to swimming pool exposure assessment.

3.1.C. A list of current research activity of all primary faculty identified in Criterion 4.1.a., including amount and source of funds, for each of the last three years. These data must be presented in table format and include at least the following information organized by department, specialty area or other organizational unit as appropriate to the school: a) principal investigator, b) project name, c) period of funding, d) source of funding, e) amount of total award, f) amount of current year's award, g) whether research is community based and h) whether research provides for student involvement. See CEPH Data Template 3.1.1; only research funding should be reported here. Extramural funding for service or training/continuing education grants should be reported in Template 3.2.2 (funded service) or Template 3.3.1 (funded training/workforce development), respectively.

See **Appendix 3.1.C.1 (CEPH Data Template 3.1.1)** for **Tables 3.1.C.1 and 3.1.C.2**. **Table 3.1.C.1** includes research activity for MEZCOPH primary faculty as requested. We have also created a second **Table 3.1.C.2** which contains the research activity of our Appointed Professionals. Many of our appointed professionals make strong contributions to the research mission of the College; therefore we have included their information in a separate table. Over \$31 million dollars in funding has been awarded for research activities during this time period (\$29,494,005 for faculty and \$2,222,731 for Academic Professionals). Of these 227 awards, 108 involved community based research and 131 had students involved in the research.

3.1.D. Identification of measures by which the school may evaluate the success of its research activities, along with data regarding the school’s performance against those measures for each of the last three years. For example, schools may track dollar amounts of research funding, significance of findings (e.g., citation references), extent of research translation (e.g., adoption by policy or statute), dissemination (e.g., publications in peer-reviewed publications, presentations at professional meetings) and other indicators.

The following measures from the MEZCOPH Evaluation Plan assess the success of activities related to research from 2009-2011.

TABLE 3.1.D.1: MEZCOPH Indicators of Success for Research Activities, 2009-2011

Indicator	2009	2010	2011
1.1 At least 80% of tenured, tenure-eligible, and non-tenure eligible faculty will be principal investigators on at least one grant or contract annually.	84%	78%	80%
1.2 At least 50% of grants or contracts focus on health disparities, diverse populations (Hispanics, American Indians, rural under-served), or the Southwest (Arizona, New Mexico, Colorado, and Texas).	56%	67%	56%
1.3 Tenured, tenure-eligible, and non-tenure eligible faculty will publish, on average, three peer-reviewed articles per year.	3.05	3.54	3.46
1.4 Annually, at least 50% of funded projects will involve one or more student participants.	65%	62%	65%
1.5 Annually, at least 30% of publications (articles, books, monographs, presentations) will include one or more student authors.	28%	32%	36%

MEZCOPH has met all of its goals for research. The goals for indicators 1.2, 1.3, and 1.4 have been met each of the past three years. The goals for indicators 1.1 and 1.5 were met in two out of three years. Indicator 1.1 stated a goal of 80% of faculty serving as PI on at least one grant or contract. While this goal wasn’t quite reached in 2010, given the current economic and funding conditions, MEZCOH faculty members have done quite well. Indicator 1.5 stated a goal of at least 30% of publications including one or more student authors. This goal was not met in 2009, but has exceeded it for the past two years. MEZCOPH continues to strongly support student involvement in research and continues to work to improve this area.

In addition to the above indicators established by the evaluation committee, MEZCOPH uses indirect cost recovery, number of proposals submitted and percent of proposals submitted that were funded to evaluate the success of its research activity. The tables (**Table 3.1.D.2 and**

3.1.D.3) below indicate the indirect cost recovery for MEZCOPH over the past three years and the number of proposals submitted and funded.

TABLE 3.1.D.2: MEZCOPH Indirect Cost Recovery (2009-2012)

Indicator	2009/2010	2010/2011	2011/2012
Indirect cost recovery	\$350,860	\$431,685	\$492,319

Indirect cost returns have shown an increase over the past three years, increasing \$141,459 over the three year period (40% increase).

TABLE 3.1.D.3: MEZCOPH Number of Proposals Submitted and Funded

	MEZCOPH Faculty as PI		MEZCOPH Faculty as Investigator		Total Grants	
	2010/2011 (n=96)	2011/2012 (n=89)	2010/2011 (n=174)	2011/2012 (n=147)	2010/2011 (n=270)	2011/2012 (n=236)
Funded	54 56%	39 44%	86 49%	57 39%	140 52%	96 41%
Pending	23 24%	42 47%	39 22%	75 51%	62 23%	117 50%
Rejected/withdrawn	19 20%	8 9%	49 29%	15 10%	68 25%	23 10%

MEZCOPH faculty submitted a total of 270 grants in 2010/2011 and 236 in 2011/2012. Overall success rates declined (52% versus 41%) but grants with MEZCOPH Investigators as PI have higher success rates than those where MEZCOPH faculty are involved as investigators.

3.1.E. Description of student involvement in research.

At MEZCOPH, students are encouraged to participate in research with faculty members in the process of discovering new knowledge, ideas and approaches to improve public health. The level of each student's involvement in research varies according to his or her degree program and the duration of the program. Faculty are encouraged to use students in their research projects and many students are supported through graduate research assistants or positions on research grants. The total amount MEZCOPH has funded for Graduate Research Assistantships in fiscal year 2011-12 is \$365,195. Students with GRAs are actively involved in faculty research.

In addition to participating through funded positions, students can also participate in research projects as volunteers. PhD and MS programs require a research-oriented dissertation, the focus of which is usually generated through involvement in faculty research. An MPH student's internship may also have a research component. Students are encouraged to present their research at APHA or other professional meetings and are eligible for financial assistance for travel to the meetings. In addition, the University of Arizona Health Sciences Center has an annual Poster Forum for students in the health sciences colleges (medicine, nursing, pharmacy, and public health). The MEZCOPH financially supports this event and encourages students to present their research.

Faculty research interests contribute to the overall curriculum of each academic section within the College. All academic sections offer seminars in which faculty members present their research activities for discussion and students are encouraged to participate.

The MEZCOPH tracks student involvement in research through two indicators. **Table 3.1.E.1** shows these indicators of graduate student involvement in projects over the past three years. The first is the percentage of publications/presentations (articles, books, monographs, and presentations) involving one or more student authors. These data come from faculty citations from their annual performance reviews (APR). In our last self-study, the goal for one or more student authors in faculty publications/presentations was 20%. This goal was consistently met and was increased to 30% in 2006. We are making continual progress toward that goal.

At the suggestion of the Research Advisory Committee (RAC), the percentage of extramurally funded grants and contracts that involves one or more students was adopted as a second measure of student involvement in funded projects. The source for this information is the APR. The PI of each funded project must complete the required field indicating the number of students involved in this project. At the time of our last self-study, the goal was to have at least 20% of the projects involving one or more students. This goal was consistently met and thus revised in 2005 to 50%. We have consistently exceeded this goal.

TABLE 3.1.E.1: Student Involvement in Faculty Research and Publications

	2009	2010	2011
Percentage of Publications with Student Authors	30%	25%	32%
Percentage of Presentations with Students	28%	32%	36%
Percentage of Funded Projects Involving Student Participation	65%	62%	65%

In the past few years, MEZCOPH have also invested a significant amount of resources toward student research. Several mechanisms exist whereby students can apply for funds for research related activities. Below are descriptions of several of these programs:

Yuma Friends Award – Funds are awarded to the student or junior faculty investigator whose proposal best outlines a community-based research project that demonstrates need for public health intervention/expertise, builds or improves the College’s relationship to the community and expands visibility of MEZCOPH.

Student Travel Stipends – these awards are given to students for professional travel and are covered out of the College’s indirect costs.

GRAs – Graduate assistantships/associateships provide graduate students with part-time employment in teaching, research, outreach, or other (administrative or technical) positions. Numerous research assistantships are available to graduate students in MEZCOPH and generally range from 10-20 hours per week.

MCH Training Grant – The College has a Maternal and Child Health Training Grant funded by the Health Research and Services Administration (Co-PIs: Francisco Garcia and Lynn Gerald) which provides significant funding for research training for both students and faculty. The grant provides graduate research assistantships for 9-12 students each year. These students are called MCH Scholars and participate in a program designed to produce high quality graduates who are trained in evidenced based public health. Students are paired with a faculty mentor and must produce a research related project at the end of their training year (i.e. grant, manuscript, abstract). In addition, each MCH Scholar must enroll in the MCH Seminar which is a 16-week, one-credit seminar that fosters critical analytic skills in an environment where trainees are exposed to an array of public health research and practice presented by professionals. Trainees are also required to enroll in CPH609 Evaluating the Public Health Literature for two semesters. During the course, trainees learn to critically read peer reviewed journal articles and present a critique at least once per semester. Students can also apply to the MCH Training Grant for funds related to scientific travel and funds for support of their research.

AHEC Small Grant Program - The Arizona Area Health Education Centers Program (AZ AHEC) is a non-profit organization that promotes community and educational partnerships to enhance access to quality health care with an emphasis on the needs of rural and urban underserved communities and populations. The AZ AHEC announces a call for small research grants every few years. The program aims to provide graduate health sciences students, medical interns and residents with an opportunity to gain experience in rural and urban medically underserved Arizona communities through research and/or scholarly projects. The intent is to interest students in rural and urban medically underserved practice and address community needs through health promotion and disease prevention research and relevant projects. Students can apply for up to \$5000 for a research or scholarly project.

Dean's mini-grants – These grants were started in fiscal year 2010/2011 and are supported by the interest from an endowment. Students can apply for dissertation funding using a modified NIH application. Grants are reviewed by a panel of faculty and preference is given to students who have completed the CPH/EPI652 Grantsmanship for a Winning Proposal course.

EOH NIOSH grant – Master's level graduate students in the Environmental Health Sciences degree programs with a worker protection or industrial hygiene (IH) focus may be eligible for funds provided by the National Institute of Occupational Safety and Health (NIOSH). IH, which involves the anticipation, recognition, evaluation, prevention, and control of occupational and environmental exposures and stressors, has been offered as an educational program at the University of Arizona since 1978. Although University of Arizona IH students gain expertise in many occupational and environmental settings, a special strength of the IH program is a focus on mining health and safety issues. The masters' programs require forty-two credit hours to graduate, and this is usually accomplished in two years. They include coursework in the key areas of IH including exposure evaluation, occupational safety, ergonomics, toxicology, noise, ventilation, biostatistics, epidemiology and environmental Health. Program graduates find

employment as occupational safety and health professionals in industry, government, and academia.

Initiative for Maximizing Student Diversity (IMSD) for PhDs in Biomedical Sciences Program –

The UA Graduate College offers the prestigious National Institute of Health IMSD Graduate Study Awards to outstanding underrepresented students who are admitted to one of sixteen PhD biomedical programs at the University of Arizona. The intent of the NIH/IMSD Scholars program is to provide five years of funding (in partnership with the students' program or college), in-state and out-of-state tuition waivers and individual health insurance, as long as satisfactory progress is made toward the PhD degree and funds are available. MEZCOPH students have participated in this program since the last accreditation.

Center of Excellence in Women's Health – The Center of Excellence in Women's Health was awarded funds from 2007 - 2012 to implement the Pima County Cervical Cancer Prevention Partnership (PCCCPP). The PCCCPP is guided by a community-coalition and has as its mission to increase knowledge and awareness of cervical cancer screening, prevention and management and to facilitate access to diagnosis and treatment services. Graduate research assistants participate in the implementation and evaluation of the PCCCPP and develop studies to meet internship requirements. The Center also received funds from Arizona AHEC to provide graduate health sciences students, medical interns and residents with an opportunity to gain experience in rural and urban medically underserved Arizona communities through research and/or scholarly projects. The intent is to interest students in rural and urban medically underserved practice and address community needs through health promotion and disease prevention research and relevant projects.

TABLE 3.1.E.2: Student research support (GRA funding and project support)

	2009/2010	2010/2011	2011/2012
Yuma Friends Award	\$3000	\$3000	---
Student Travel Stipends	\$3311	\$3950	\$11,798
GRA salary support	\$288,632	\$441,041	\$365,195
MCH Training Grant	\$80,761	\$154,065	\$84,323
Center of Excellence in Women's Health	\$10,896	\$10,896	\$42,896
Arizona Health Education Center Small Grant Program	N/A	N/A	\$4835
Dean's mini-grants	N/A	\$18,370	\$10,000
Other (one time awards/special funds)	N/A	N/A	\$3000

3.1.F. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: MEZCOPH has a successful research program that is consistent with the College's mission. Students and faculty contribute to the knowledge base of public health disciplines, including research directed at improving the practice of public health. The College's research program actively engages community partners and collaborators for successful community based research. The Centers allow MEZCOPH to integrate multiple disciplines when working on public health research, service and workforce development. The College receives funding from a wide range of agencies. Students are actively involved in research and the College's support for student research activities is substantial. MEZCOPH faculty and appointed professionals are actively involved as PIs in research and continue to receive funding even in difficult economic times.

Challenges: While the College is successful in research funding and activities, there are still needs for infrastructure support. Low indirect recovery from the University along with increasing requirement for compliance activities makes this a challenge. The other challenge continues to be adequately tracking student involvement and satisfaction with their involvement in the College's research mission.

Plans: MEZCOPH will continue to work to support its research mission and the research activities of its faculty and administrative professionals. The recently completed strategic planning process will seek to address some of the challenges identified.

3.2 SERVICE

3.2.A. Description of the school's service activities, including policies, procedures and practices that support service. If the school has formal contracts or agreements with external agencies, these should be noted.

Despite the brief period of eleven years as an accredited school of public health, MEZCOPH has a long history of service in communities throughout the state, the region, the nation and internationally. This commitment is reflected in the mission of our College: *Mel and Enid Zuckerman College of Public Health 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 & service.* It is reflected in the organizational structure of our College which has a designated Associate Dean for Community Programs as part of the leadership team of the College, and in the role that our Community Engagement, Practice and Service Committee plays in the development and implementation of our overall program. It is also clearly reflected in the extensive involvement of our faculty, academic professionals, staff and students in numerous partnerships with communities to improve the quality of life in our region.

Our College focuses on ecological approaches that place high value on service to the community and on research and practice which is conducted in a service context. Our overall service and practice goal is *to foster excellence in public health, community engagement, practice and service.* And while there are many different definitions of service within the field of public health, service within our College is defined as *“an activity or project done at the request of, or for the benefit of, a community or organization outside of MEZCOPH; including service based projects, service as a component of research, service through professional organizations, workforce development and continuing education.”*

Policies, Procedures and Practices

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 Associate Dean for Community Programs has a strong commitment and leadership in collaborating with faculty, students and staff to strengthen partnerships for improving the quality of life within communities throughout Arizona, the southwest, and globally.

The Community Engagement, Practice and Service Committee (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 and is chaired by Jill Guernsey de Zapien, Associate Dean for Community Programs. The full committee meets quarterly with task forces for follow up actions in between the quarterly meetings. The responsibilities of CEPAS include:

- establishing and monitoring overall objectives related to community engagement, practice and service for both strategic planning and accreditation purposes;
- providing a forum for discussion of the issues that impact our ability to engage communities and provide meaningful practice and service opportunities to our faculty, students, and staff;
- providing activities within our institution to increase the College's sense of community and opportunities for synergy across the divisions that will increase our coordination and collaboration with communities;
- providing a forum for coordination and discussion of workforce development and continuing education activities within the various initiatives, centers and programs in the College; and
- providing a space for networking and announcements of activities that are related to community engagement, practice and service.

Over the past three years some of the important accomplishments of CEPAS have included:

- monitoring CEPAS objectives utilizing data from the Annual Performance Review (APR) system;
- presenting annually to the entire College on progress and challenges to meeting CEPAS objectives;
- collaboration on the modification of an annual APR system to provide the necessary data for monitoring our CEPAS objectives;
- development of Instruments to document student community engagement activities;
- providing materials to faculty to assist in Promotion and Tenure process as it relates to community engagement and community engaged scholarship;
- supporting the development and implementation of a strong service learning agenda in the College;
- providing the coordination for a workforce agenda of the College;
- development and implementation of Community Building activities within the College— including a “Market Place of Ideas” Retreat, a “MEZCOPH Meet Yourself” Retreat, and “Public Health 101” training for College staff; and
- development and implementation of an annual service award recognizing the work of a faculty member or academic professional.

Description of the school's service activities

In keeping with the overall mission and the service and practice goal, community engagement has served as a framework for continued strong, synergistic relationships connecting research, instruction and practice. This framework provides the opportunity for the centers and initiatives to include within their agendas numerous community engagement, practice and service activities. Additionally, 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. The following centers and initiatives provide the foundation for the service activities:

Arizona Prevention Research Center (AzPRC): The mission of the Arizona Prevention Research Center (AzPRC) is to partner with communities to improve the health and well-being of people living in the U.S.-Mexico Border states through research, training, advocacy and policy change. The AzPRC houses diverse programs and activities that use community-based participatory action research to focus on the prevention of chronic disease in the border region. The philosophy of the AzPRC is that improving health outcomes requires a collaborative partnership between universities and communities. The AzPRC has:

- provided direct technical assistance in addressing the social determinants of health to six border agencies including community health centers, grassroots agencies and a county health department;
- produced community health worker curricula for family and community interventions on prevention of chronic disease including CDC recognized evidence based curriculum, *Pasos Adelante*, which is now being adapted in Mexico for community interventions in northern Mexico;
- implemented a community based survey of diabetes prevalence in Douglas Arizona;
- provided ongoing technical assistance and partnerships for community based grants; and
- continues to assist Arizona Community Health Worker Association in strategic planning activities and organizational development.

The Canyon Ranch Center for Prevention and Health Promotion: The Canyon Ranch Center for Prevention and Health Promotion (CRCPHP) is dedicated to helping people achieve and maintain healthy lives by providing a variety of opportunities that facilitate and support growth toward health and well-being. The CRCPHP fosters the collaboration of academic, community and public health stakeholders by using research, education, advocacy, awareness, and service delivery to improve the health and well-being of the Tucson community. The CRCPHP supports practical application of strategies that can assist individuals and communities in adopting and maintaining healthy lifestyles. The center has partnered with local health service providers, other colleges within the university, and faith-based organizations to deliver quality health education in the area of diet, physical activity and obesity prevention. The goal of the CRCPHP is to promote health and wellness in the greater Tucson area, thus establishing Tucson as the center of wellness for the U.S.

- CRCPHP supported and participated in the first annual “Healthy Habits” Community Health Fair, which was coordinated through the City of South Tucson and the Pima County Board of Supervisors, along with a broad-based community coalition.
- CRCPHP supports and oversees the Honor Your Gift intervention, which addresses the common heart risk factors shared by residents of a multi-ethnic southwest Tucson community.
- CRCPHP is pilot testing a Weight Trajectory Assessment in Primary Care project, in order to test the feasibility and acceptability of implementing a weight trajectory tracking system within the electronic medical record in primary health care, which would allow practitioners to help prevent obesity and treat those who are obese.
- CRCPHP oversees Healthy Children Arizona (HCA), a standardized health education program provided to the children of Tucson and surrounding communities since 2005. The program

was created for early primary grades, kindergarten through third, to engage and empower children to develop healthy habits in nutrition, physical activity and sun safety.

- Smart Choices for Healthy Dining and Nutrition Hub: This citywide initiative is a partnership between the CRCPHP, MEZCOPH and Pima County to provide local diners the chance to find healthy menu items at many of their favorite restaurants. The tracker is designed to make living a healthy lifestyle simple.
- The CRCPHP website also provides information to communicate evidence-based health promotion messaging and resources, as well as communicate project outcomes. The website's offerings include: training curricula and toolkits, including but not limited to the Healthy Steps for Families Lay Health Educator Manual, health promotion and wellness fact sheets and guides, reports and newsletters, a clearinghouse of public programs for healthy lifestyle interventions, nutritional information for healthy dining out options, and measurement tools and survey instruments.

Mountain West Preparedness and Emergency Response Learning Center (MWPERLC) is part of a national network of 14 Learning Centers serving in a regional capacity for training of the U. S. public health workforce. The learning centers provide emergency preparedness and response workforce development by offering assistance to state, local, and tribal public health authorities. The MWPERLC service area includes the states of Arizona, Colorado, Nevada, New Mexico, Utah and, through a partnership with Montana State University, the tribes of Montana. The mission is to develop and deliver core-competency and capabilities-based for Tier I (entry level) and Tier II (mid-level) state, local and tribal public health professionals. The MWPERLC has a special focus on program planning and evaluation and tribal public health preparedness, working closely with the Centers for Disease Control and Prevention, state, local, tribal and other federal partners and the network of Preparedness and Emergency Response Learning Centers. The MWPERLC is actively involved in service and community engagement activities.

- The MWPERLC conducted county and tribal training needs assessments to identify gaps in capability and competency. Fourteen of fifteen local county health departments participated in the Project Public Health Ready training needs assessment, and 5 tribes participated in a separate training needs assessment, both instruments were developed, implemented and analyzed by MWPERLC.
- Center staffs participate in community outreach at numerous preparedness fairs and develop toolkits and products to enhance preparedness at both the community and workforce level.

Arizona Public Health Training Center: The Arizona Public health Training Center (AZPHTC) was established in September 2010 with funding from HRSA's Bureau of Health Professions. The AZPHTC's mission is "to assess, develop and deliver responsive competency-based training to current and future public health professionals, community leaders and community partners through community engagement, education and training activities that strengthen the public health infrastructure." The AZPHTC fulfills this mission by collaborating with the public health workforce that provides services in rural/frontier areas, to members of Native American Tribes, to communities along the US-Mexico border, and to underserved populations in Arizona's major metropolitan areas. The center serves Arizona's 15 counties and 22 federally recognized

Native American tribes in the state. Currently, the center has partnered with over 30 agencies and organizations that are active in its Leadership Council. While the focus of the AzPHTC's outreach and community engagement is on development and implementation of training activities, the center also has gathered information which is directly useful to the public health work force.

Center of Excellence in Women's Health (WCOE): In October 2003, the WCOE was awarded the prestigious designation as one of 20 model National Centers of Excellence in Women's Health from the U.S. Department of Health & Human Services. The mission of the WCOE is to improve the health and wellness of women throughout the lifecycle, with an emphasis on Hispanic and underserved women. The WCOE has a history of productive partnerships with local health and human services, community-based agencies, and communities throughout southern Arizona:

- *Adelante, Nuestro Futuro*--The WCOE has been an active organizer of the *Adelante, Nuestro Futuro* annual conference for Latina adolescent girls and their mothers/female caregivers. *Adelante, Nuestro Futuro* is led by a community and agency group of women who serve on the Steering Committee. They guide activities and manage the aspects of the conference.
- Latina Family Partnership --The WCOE partnered with the Tucson Unified School District program called *Promotoras del Barrio/Neighborhood Coordinators* to offer the Latina Family Partnership. This Johnson and Johnson, Inc. funded program strove to improve the health and wellness of women through health education implemented in two components (Health and Wellness, and Intergenerational).
- Pima County Cervical Cancer Prevention Partnership (PCCCPP)—This group is a community-campus partnership with 80 members spanning *promotoras* and local health centers. Over the last four years *promotoras/es* have provided education and outreach services on human papilloma virus (HPV) and cervical cancer prevention to 8,000 community members. Beyond reaching the local community, *Promotoras* have presented project findings at MEZCOPH events and national conferences.
- Physical Activity Evaluation for Girls--The WCOE in partnership with the Native American Research and Training Center responded to the request to evaluate a pilates program at a local middle school.

Skin Cancer Institute: The Skin Cancer Institute (SCI) is a unique partnership focused on patient care, community outreach, research, and education as strategies to prevent and cure skin cancer. The Institute's vision is to serve as the model for community-based skin cancer research and care in the United States. The partnership includes faculty from MEZCOPH and the Colleges of Medicine, Nursing, Optical Sciences, Pharmacy, and the Arizona Cancer Center. Dr. Robin Harris, an epidemiologist at MEZCOPH, is the Co-Director of SCI. The Skin Cancer Institute unifies many skin cancer related activities at the University into one coordinated entity, bringing together innovative research, visionary clinical care, and life-changing education and outreach "under one roof." SCI has developed many innovative programs to engage the community including:

- The development of educational materials that target Arizona populations and are distributed at health fairs and community events.

- A unique partnership with the Arizona-Sonora Desert Museum. 'Living in Harmony with the Sun' is an annual event focused on education and skin screenings. The museum now maintains sunscreen in restrooms and provides umbrellas for use by patrons.
- 'Protect Your Skin' campaign, built on the Arizona Sonora Desert Museum model, adds sunscreen stations into outdoor venues around Tucson (i.e. Tucson Reid Park Zoo, Tohono Chul Park, Pima Air & Space Museum, Biosphere, and Tucson Botanical Gardens). Signage is being created for each site to promote sun safe behaviors.
- A 'Hats On' program encourages parents to protect their babies and young children.
- Expanded education to Arizona schools through teacher trainings and Project SASS (Students are Sun Safe) which trains U of A health sciences students to teach sun safety in middle and high schools.
- SCI supports a unique Cutaneous Oncology Program at the University of Arizona Cancer Center, North Campus. This multidisciplinary program is one of few in the nation that includes centralized resources and care for skin cancer diagnosis and treatment.

Center for Rural Health: Known as the Rural Health Office until summer 2011, has been in existence for more than 23 years. Established through an Arizona legislative appropriation, the CRH has provided an extensive framework for service collaboration with underserved communities throughout Arizona, as well as the southwest and internationally. In 1990, under the authority of congressional legislation that launched the State Offices of Rural Health grant program, the Arizona State Office of Rural Health (AzSORH) grant program was established during the first tier of funding for the national SORH program. Now situated in the College, the AzSORH program forms the core infrastructure, along with legislated funding from the state of Arizona, for the CRH. The CRH's combined state, federal, and other funding sources are collectively coordinated to positively impact rural and border health. An advantage of the CRH's location within the College of Public Health is the ability to use flexible and innovative resources to respond to the needs of rural constituents. The CRH extends its service and expertise through a variety of programs in addition to and overlapping with AzSORH. These include the Arizona Rural Hospital Flexibility Program (FLEX). Other activities and programs of the CRH include the Arizona Battered Immigrant Women Project, Arizona Women's Health Initiative, Rural Health Outreach/Network Grant Evaluation and Technical Assistance, and the Rural Health Policy Regional Forums.

Arizona Smoker's Helpline (ASHLine): The Arizona Smokers' Helpline (ASHLine) has provided telephone tobacco cessation services to all tobacco users who wish to quit tobacco in the State of Arizona since 1997. The ASHLine is a comprehensive quit line providing callers with information, counseling and medications in their efforts to quit tobacco. The ASHLine is uniquely partnered with the Arizona Department of Health Services Bureau of Tobacco and Chronic Disease to reach communities and increase the use of the quitline. ASHLine has a highly trained group of health educators that work directly with health care systems to incorporate tobacco assessment and referral into the daily operations of providers. ASHLine has a robust referral program partnering with thousands of health professionals and hundreds of health networks statewide. The focus of these partnerships is "health systems change" as laid out in the "US PHS Clinical Practice Guideline: Treating Tobacco Use and Dependence, 2008

Update.” Through these partnerships ASHLine receives almost 15,000 proactive client referrals annually, in which health professionals fax or electronically submit client consent for contact to ASHLine and our staff reach out via phone to offer quit tobacco services.

Community Involvement in the work of the school including assessing the relevance of curricula, participation in instruction and evaluating the effectiveness of the school

As can be seen in the previous description of MEZCOPH’s centers and initiatives, there is a strong foundation for partnerships with community organizations to implement public health in a meaningful context that is relevant to the region. In addition, these partnerships serve as an important mechanism for assuring that community organizations are actively involved in the work of the College.

Some of these centers and initiatives have advisory boards and others have a number of partners who meet regularly to discuss their work and provide information that is relevant to the effectiveness as a College as well as gaps and new directions to be pursued. The Arizona Prevention Research Center Community Advisory Board, the MWPERLC, the Center for Rural Health and the College Community Advisory Board all meet regularly with College faculty and administrators. (See **Appendix 3.2.A.1** for board memberships.)

MEZCOPH also has extensive relationships with the public health community through its adjunct faculty. Each division has identified adjunct faculty who contribute their skills and expertise as well as their understanding of community needs and provide regular input into college courses and activities in the community. (See **Appendix 4.1.B.1** for adjunct faculty list.)

Given the reality that public health is implemented in communities, MEZCOPH 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, community health workers, etc. These interactions with the faculty and students provide another opportunity for dialogue with communities to discuss the relevance of curricula and evaluation of the effectiveness in meeting community needs and concerns. (See **Appendix 3.2.A.2** for the list of guest lecturers) The internship program also provides numerous opportunities for feedback through its preceptors and preceptor meetings and preceptor evaluations.

Finally the service learning program which is described in one of the following sections of this section provides a mechanism for regular dialogue and communication with the community partners in rural, urban, tribal, and border underserved communities throughout the region.

3.2.B. Description of the emphasis given to community and professional service activities in the promotion and tenure process.

As a land grant institution, Service is central to the mission of the University as well as the College. All faculty members are expected to contribute to the service mission of the College

and the University through a variety of activities which include collaboration with the public health infrastructure in the state at the local, tribal, and state levels as well as collaboration with those community based organizations implementing essential services which correspond to the services and functions of public health. Additionally faculty members are expected to provide service through their relationships with professional organizations and nationally and internationally through public health networks. Each faculty member determines the specific expectations of service based on his/her academic expertise and the annual work plan in consultation with his/her division director.

In terms of the specific promotion and tenure process, the guidelines 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 continued to provide documentation and orientation to all faculty members to assist in developing portfolios that highlight community engagement and community engaged scholarship.

3.2.C. A list of the school's current service activities, including identification of the community, organization, agency or body for which the service was provided and the nature of the activity, over the last three years. See CEPH Data Template 3.2.1. Projects presented in Criterion 3.1 should not be replicated here without distinction. Funded service activities may be reported in a separate table; see CEPH Data Template 3.2.2. Extramural funding for research or training/continuing education grants should be reported in Templates 3.1.1 (research) and 3.3.1 (funded workforce development), respectively.

Template 3.2.1., which can be found in **Appendix 3.2.C.1.**, presents a complete list of current service activities over the last three years.

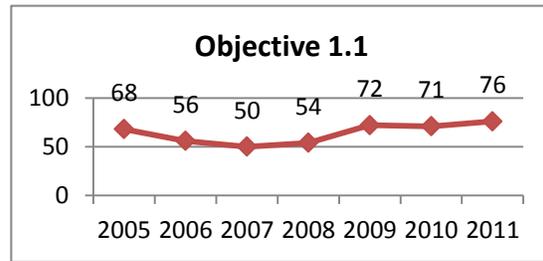
3.2.D. Identification of the measures by which the school may evaluate the success of its service efforts, along with data regarding the school's performance against those measures for each of the last three years.

The College identified a series of objectives that would serve to measure the success of our service efforts as related to our overall mission. Potential objectives were identified by the CEPAS committee during a planning retreat early in 2006 and these objectives were then agreed upon by the overall College during a follow up meeting. CEPAS then worked closely with the evaluation committee to identify specific measures and data sources. The Annual Performance Review (APR) was developed and identified as the major source for most of the data needed for measurement. On an annual basis, information regarding each of the data points was provided to CEPAS from the IT unit of the College that oversees the APR on line data base. CEPAS prepared presentations to the entire College during the May evaluation meetings each year and discussed interpretation of the data at the meetings.

Objective 1.1 Ensure that no fewer than 50% of faculty and academic professionals are involved in community outreach, practice and service activities that focus on four categories:

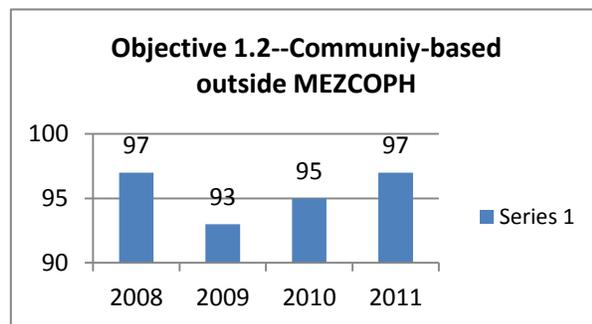
eliminating health disparities, building and strengthening collaborations, targeting Arizona Healthy People goals and Public Health Preparedness.

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). In discussions at the annual evaluation meetings in May, it is believe that the increase seen from 2009 forward is more in part to improved reporting in the APR.



Objective 1.2: Ensure that no fewer than 75% of the MPH student internships are community based (outside of MEZCOPH) and focused on community outreach practice and service activities that emphasize eliminating health disparities, building and strengthening collaborations, targeting Healthy Arizona Goals, and public health preparedness.

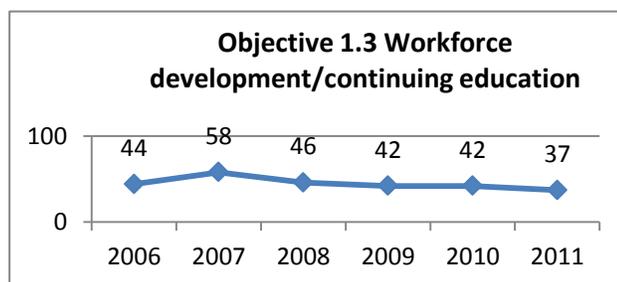
Objective 1.2 was developed to ensure that the internships would provide students with a “real world” culminating experience that required interaction with the public health community in the strategic priority areas, that was outside of the academic institution, and that was providing service and products that are immediately useful in the public health community. The data clearly



illustrates an overall commitment to the larger public health community, and the strongest intersection is with the health disparity and healthy Arizona priorities. In 2011, 65% of the internships focused on decreasing health disparities, 22% were on health preparedness, 55% worked on building and strengthening collaborations and all of them were related to at least one Healthy Arizona goal.

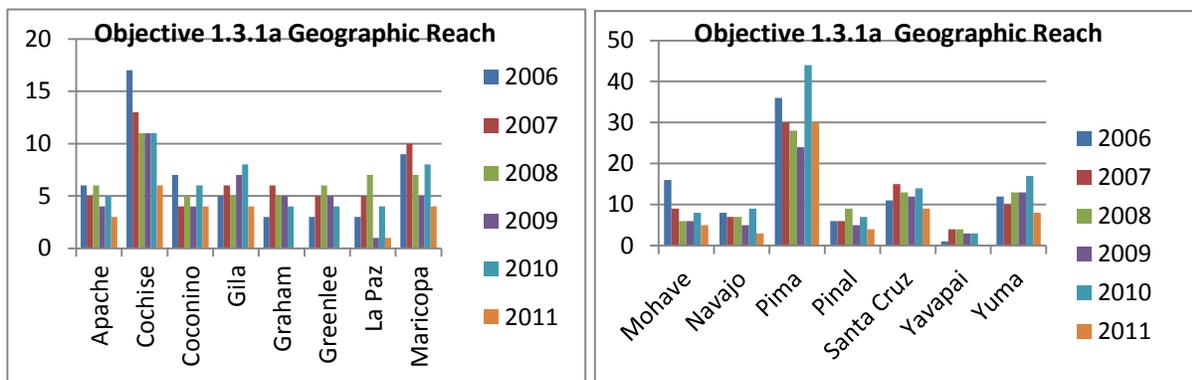
Objective 1.3: Ensure that no fewer than 35% of faculty and academic professionals are involved in the delivery of workforce development/continuing education activities to diverse audiences.

Objective 1.3 was developed to assure that the College maintains a vibrant commitment to workforce development. Again as a land grant institution it is extremely important to have a strong partnership with the public health workforce in this region. Over the past three years there has been a decline in



the percentage of faculty and academic professionals directly involved in workforce development (42% in 2009 and 2010 and 37% in 2011) compared with a peak involvement in 2007 when it was 58%. This was partially due to the recruitment of more junior faculty in and around 2007 who were focused on establishing their research programs and developing courses. However, now with the presence of the new HRSA funded Public Health Training Center, MEZCOPH has greatly increased its visibility and activities in the state during the past year. MEZCOPH's now needs to develop data sources for monitoring the workforce development activities beyond faculty and academic professionals' participation as students and other staff have are also working on continuing education projects that does not get reflected when measuring the impact of MEZCOPH in this area.

Objective 1.4: Geographic Reach: Maintain community engagement, practice and service presence in all 15 counties



Objective 1.4 is focused on the commitment to Arizona as a Land Grant Institution and thus the interest in assuring that MEZCOPH have a presence in all of our fifteen counties and build a stronger presence within those counties that have little or no presence of the College. There have been discussions about this objective in the evaluation meetings as the numbers fluctuate considerably, but in general the trends show that MEZCOPH has a presence in most of the counties.

3.2.E. Description of student involvement in service, outside of those activities associated with the required practice experience and previously described in Criterion 2.4.

The College has a variety of mechanisms for ensuring that students have opportunities for service beyond those associated with the internship experience.

Student Organizations

Student organizations at the College provide enrichment for graduate and undergraduate students, and offer many opportunities for volunteering, public service work, and camaraderie. Membership is open to all students. The College's student organizations include:

The Public Health Student Alliance: The Public Health Student Alliance (PHSA) is the chief student organization of the College. Established in 1997 by a group of committed Master of

Public Health (MPH) students, the initial charge of the group was to advocate for public health issues and to promote networking. PHSA organizes and sponsors the annual Diversity Celebration. Since it began, PHSA has matured and expanded its scope of interest and activities to include participation in civic health promotion events, social events, intramural sports and service projects. In addition to fundraisers, students have organized technical assistance workshops, advocacy training, and a student-to-student mentorship program. Although officers are elected each year, the group has chosen to govern itself in a nonhierarchical fashion, giving each officer a programmatic area to oversee and sharing the task of meeting management.

The Global Health Student Alliance: A student-driven organization, the Global Health Alliance (GHA) aims to enhance students' knowledge of how public health functions in a global context. GHA engages in the following activities:

- providing opportunities for students and faculty to connect to local organizations and community service projects;
- facilitating discussion of global health and social justice issues and their relevance to the Southwest; and
- promoting internships that increase student experience in global health and multicultural interaction.

The Social Justice Symposium: The annual Social Justice Symposium is a day-long, student-run event to engage faculty, students, community members, and health professionals in dialogue to cultivate awareness and encourage action in the pursuit of equal justice for all people in every aspect of our society. This conference is an ideal opportunity for our students to work directly with diverse organizations throughout the region to assist in dissemination of their programs, interventions and research. The Sixth Annual Social Justice Symposium took place on March 23, 2012.

L.U.C.H.A.: Learning, Understanding, and Cultivating Health Advocacy (LUCHA), provides students with community service opportunities regarding issues surrounding the U.S.-Mexico border. The organization has provided a variety of field experiences with nongovernmental organizations which serve the border region.

Service Learning Program: One of the distinguishing characteristics of the College as it relates to community engagement, practice and service is the numerous “service learning” courses which are provided to its students for academic credit. Service learning is defined as a method of experiential education that allows for students to actively participate with communities in response to their identified needs and concerns. Service learning is a vehicle for strengthening partnerships between health professions schools and communities. It is building a strong commitment to community service and social responsibility in health professions schools, students and faculty, and is equipping health professionals with community-oriented competencies necessary to practice in today’s changing world. Service learning encourages civic responsibility of students and enhances their knowledge of service provision. Service learning allows students to gain additional knowledge and skills regarding how various private and public health agencies work with communities to promote health and prevent disease. All

service learning courses include specific service learning activities that are accompanied by structured individual and group reflection.

Beginning in 2007 with resources from the Community Campus Partnership for Health, HRSA Maternal and Child Health Training Grant, and the Arizona Area Health Education Program, faculty participated in workshops and conferences to learn more about the conceptual framework of service learning and adapted this methodology to build and strengthen relationships with our community partners throughout the state. MEZCOPH has developed five service learning courses, utilizing an intensive week-long model which immersed students, faculty and community partners directly in communities which are facing huge health disparity issues; together they implemented programs that directly supported community efforts to address these disparities. Each service activity is structured around reflection questions which provide the framework for understanding the role of public health in the elimination of health disparities:

- *Border Health Service Learning Institute*, on an annual basis works directly in our border communities with county health departments in Arizona and Sonora, Mexico to support community prevention education campaigns focusing on dengue, West Nile Virus, rabies, and TB. Additionally students work with nongovernmental organizations to support local community gardens, food kitchens, and community health worker outreach in the community.
- *Maternal and Child Health Programs in the Rural Southwest*, on an annual basis works directly with tribal communities to support the community health representative program, learning about the model and providing workshops for health education material development both on paper and electronically.
- *Maternal and Child Health Programs in Urban settings*, on an annual basis works directly with organizations serving marginalized populations including the homeless, refugees, urban Indians, and inner city Latinos/as to enhance their program services and provide new activities and materials for program development.
- *Rural Health Service Learning Institute* focuses on copper mining and farming communities in our state and partners with local health departments, county extension programs, rural tribal health departments, and local non governmental agencies to support additional programmatic opportunities for the agencies and the populations that they serve.
- *Phoenix Urban Populations* is the newest Service Learning Course with a focus on marginalized populations in the Phoenix area. The course works focuses directly on unique partnerships that enhance quality of life in the Phoenix community including veteran's organizations, community mobilization organizations, Latino Arts organizations, and others.

In addition to this intensive week-long model of service learning, there is a semester-long service learning core course focusing on Program Planning and Evaluation in which students work directly with a community organization to collaborate on products related to program planning and/or evaluation for the organization. Most recently several faculty have incorporated some service learning opportunities for their students as a component of the sociocultural and behavioral aspects of public health in which students work in teams with specific community organizations to enhance the work of the organization. Reflection questions

relate directly to understanding the sociocultural and behavioral aspects of the particular activity or program. See **Resource File 3.2.E.1** for syllabi of all courses described, student journals, and annual reports.

3.2.F. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

STRENGTHS: The College has clearly identified service as an important aspect of its mission as reflected in the established office of an Associate Dean of Community Programs and our Community Engagement and Practice (CEPAS) committee, which provides guidance and recommendations to the entire College. The faculty and academic professionals have demonstrated a clear commitment to service as is noted in community engagement, practice, and service activities which are documented on an annual basis. Community partners play a strong role in the College through advisory boards, partnerships, adjunct faculty and guest lectures. Students have ample community and service opportunities during their programs at the College and the service learning programs provide unique opportunities for in-depth community service experiences which are directly related to the elimination of health disparities.

CHALLENGES: Geographic distribution of the service activities are challenging in terms of assuring that MEZCOPH is responsive to service needs throughout the state. MEZCOPH needs to define more clearly descriptions of community engagement and service activities in the APR process to ensure complete documentation.

PLANS: CEPAS is establishing a working committee to provide guidance in developing objectives and better descriptions of community engagement, practice and service, which better reflect MEZCOPH's impact geographically throughout the state. MEZCOPH is developing a matrix mechanism for identifying the skills and expertise of faculty and academic professionals as they relate to community issues and needs.

3.3 WORKFORCE DEVELOPMENT

3.3.A. Description of the ways in which the school periodically assesses the continuing education needs of the community or communities it intends to serve. The assessment may include primary or secondary data collection or data sources.

The University of Arizona is a Land Grant Institution, designated by the Arizona state legislature to benefit from the Morrill Acts of 1862 and 1890. Originally the purpose of a land grant was to focus on the teaching of agriculture, military tactics, mechanical arts and classical studies so that people of lower socio-economic status would be able to obtain liberal and practical higher education. As stated on the University website (www.arizona.edu/about) “as the state’s land grant university, we honor our three-fold commitment to education, research and community service.”

In the spirit of this mission, the College has implemented a continuum of comprehensive public health workforce development activities during the period of reporting for this self-study for and with a broad range of public health agencies. These activities 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 initiatives are aligned with its mission to promote the health of communities in the southwest and globally with an emphasis on achieving health equity through excellence in education, research and service, by:

1. Strengthening the infrastructure of frontline public health organizations that share the College’s mission, with particular emphasis on the Arizona Department of Health Services (ADHS) and county and tribal health departments.
2. Building core competencies (knowledge, skills and abilities) of public health professionals, both discipline-specific and interdisciplinary, utilizing a variety of modalities.
3. Creating and sustaining partnerships with state, county and tribal public health services and community-based organizations to assess and address the needs of the workforce.
4. Providing education and training opportunities to the wider body of health care professionals, community service providers and community members to disseminate promising practices in public health and foster trans-disciplinary, population-based approaches to addressing health disparities.

MEZCOPH has supported and implemented 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, Arizona’s Smoker’s Helpline (ASHLine), and certificate programs including the Arizona Clinical & Translational Research (ACTR) Graduate Certificate, the Graduate Certificate in Public Health, the Graduate Certificate in Maternal and Child Health Epidemiology, Graduate Certificate in Health Administration, and the Graduate Certificate in Global Health and

Development. In addition, annual conferences including the Arizona Rural Health Conference, held every summer, offering continuing education opportunities for Arizona's public health workforce.

The College houses a variety of programs and centers focusing on training and workforce development, all of which assess their target populations in the public health workforce to define and refine training and capacity-building. The overarching program for our workforce assessment and training within the College is the Arizona Public Health Training Center (AzPHTC), funded through a grant from the Health and Human Resources and Services Administration (HRSA) in 2010. The AzPHTC allows the College to enhance its outreach and infrastructure to better serve the broad range of stakeholders in Arizona's public health workforce, including county and tribal health departments, public health nurses, community health outreach workers, epidemiologists, and health policy makers.

The Arizona Public Health Training Center (AzPHTC), described earlier in this section, is one of the most recent efforts of the College to assess the workforce development needs of its community partners and stakeholder agencies. The AzPHTC provides web-based trainings such as our self-paced "Introduction to Grant Writing" course, giving learners basic skills and knowledge needed to locate and apply for funding opportunities. The AzPHTC also offers in-person trainings which combines lectures, online and small group sessions to assist participants in applying what they learn to actual projects within their department. For example, "Public Health 101" is an in-person training that gives learners a working knowledge of public health practices and issues that affect our populations. This training is currently being piloted for new employee orientation at a local health department and we hope to soon offer a web-based multi-media format version of this course in a "train-the trainer" format. In collaboration with the Director of the Office of Performance Improvement at the Maricopa County Department of Public Health, the AzPHTC designed a face-to-face Evaluation Workshop to be delivered in three sequential modules.

Currently, various trainings are in their production stage. To meet the need for providing knowledge and skillsets for the next generation of public health employees, the AzPHTC provides support to some of those employees who wish to continue their learning by enrolling in The Graduate Certificate in Public Health, a distance learning program that offers working professionals a flexible and convenient option for advancing their public health training.

Most recently, the AzPHTC was recognized as having one of the "HRSA 2012 PHTC Best Practices" for its "Parent Ambassador Program: A Maricopa County Health Department and AzPHTC Collaborative Partnership." This program works with parents to have them become more engaged with developing school wellness plans. This honor was provided by the Division of Public Health and Interdisciplinary Education at the Health Resources and Service Administration, Bureau of Health Promotions.

Assessment: As part of ongoing activities, the AzPHTC assesses the training and professional development needs of Arizona's public health workforce at both the individual and agency

level. The assessment at the individual level is based on the Council on Linkages between Academic and Practice Core Competencies for Public Health Professionals Tiers I-III. Agency directors have found this assessment to be a valuable tool for their future internal management and/or strategic development plan. Other agencies have expressed their interest in using this survey to prepare for their public health accreditation. To date, 565 members of the workforce have completed their baseline self – assessment. The AzPHTC also developed and administered an online training preferences and priorities survey assessing preferred content areas, desirable skills, and modalities of training delivery. Priority areas identified to date include a basic public health overview (“Public Health 101”), grant writing, and program evaluation. Preferred modalities include on-line, distance learning formats, face-to-face seminar series, and hybrid courses involving face-to-face and distance learning delivery. As trainings occur, satisfaction with the delivery and content is evaluated for use in improving course offerings. Participants’ gains in knowledge are also measured to gauge the effectiveness of trainings. In addition, evidenced-based reviews of topics of interest to AZPHTC members are published on an ongoing basis. Results of all these activities are communicated through annual reporting, presentations, and on-line publications.

The Arizona Prevention Research Center (AzPRC), as described earlier in this section, partners with communities to improve the health and well-being of people living in the U.S.-Mexico Border states through research, training, advocacy and policy change. The Center’s research and training expertise includes chronic disease prevention and management; community health worker effectiveness research and training; and participatory research and evaluation.

Assessment: The AzPRC assesses the needs of community partner organizations through quarterly discussion at the Community Action Board Meetings. At these meetings, partner agencies express the training needs of their workforce, with the primary target being community health workers. Approximately 100 CHWs work for these organizations. In 2010-2011, twenty-four *promotoras* received intensive training in community advocacy as part of the AzPRC core research study. The CHWs have participated in approximately 50 hours of training on assessing community concerns, developing a shared vision, identifying and maintaining community partners, advocacy and leadership. The AzPRC’s training coordinator has also conducted trainings with CHWs using the curricula developed by the AzPRC.

Arizona Smoker’s Helpline (ASHLine) continues to provide telephone tobacco cessation services to all tobacco users who wish to quit tobacco in the State and offers several options for health professional training, which include in-person trainings and in-services focusing on the importance of tobacco interventions in healthcare settings as well as guiding health professionals through the proactive client referral process. Referral Development staff members have also dedicated the month of August to provide webinars on various topics of interest to health organizations (such as meeting Joint Commission accreditation measures through quitline referrals). These webinars and an online version of an in-service are permanently housed on ASHLine.org.

Assessment: ASHLine has an evaluation and quality improvement team that works closely with funders, staff and community leaders to gather and report data to improve community engagement and quality of services. In particular, ASHLine focuses on assisting health organizations in developing a tobacco-user identification system, providing education and feedback to health professionals and dedicating staff to provide tobacco dependence treatment. Trainings are skills-based and feedback forms are collected at the end of each session for program monitoring and improvement.

The Canyon Ranch Center for Prevention and Health Promotion (CRCPHP), described earlier in this section, is dedicated to helping people achieve and maintain healthy lives by providing a variety of opportunities that facilitate and support growth toward health and well-being. The CRCPHP is pursuing the development of a certificate program in lifestyle coaching, and has developed two new courses in the area of applied methods for diet and physical activity assessment. The first course is focused on the evidence base for methods and instruments, and the follow-on course provides hands-on training in assessment of diet, activity and related health assessments, behavioral training in motivational interviewing, and cultural norms. These courses will be complimented with existing courses in to develop a coaching certificate.

Assessment: the CRCPHP is currently evaluating development of a parallel training model for a CHW training program as an opportunity for their continuing education.

The Center of Excellence in Women's Health (WCOE), as described earlier in this section, works to improve the health and wellness of women throughout the lifecycle, with an emphasis on Hispanic and underserved women. The WCOE has a history of productive partnerships with local health and human services community based agencies and communities throughout southern Arizona. During 2009-2011, the WCOE trained 200 CHWs on issues related to HPV, cervical cancer, HPV prophylactic vaccines, and HPV in men.

Assessment: The WCOE works with southwestern and northwestern states to identify professional development needs in health departments and agencies to be provided through additional education by partner states and the College. About 16 of the CHWs trained by the WCOE attended more than one training session where they were assessed. Training is assessed through formal program evaluation and through readiness testing/evaluation. The formal evaluation includes pre and post training knowledge questions related to the specific training. The readiness test is an open book test in which the CHWs write down the information they have obtained in their own words. The CHWs also develop a practice presentation which is assessed by WCOE staff. If they are not quite ready to go out into the field as CHWs, the staff works with them, and mentoring is provided by a more experienced CHW until they are ready to do outreach on their own.

The Center for Rural Health (CRH), described earlier in this section, was known as the Rural Health Office until summer 2011, and has been in existence for more than 23 years. The CRH has provided an extensive framework for service and collaboration with underserved communities throughout Arizona, as well as the southwest and internationally. An advantage

of the CRH's location within the College of Public Health is the ability to use flexible and innovative resources to respond to the needs of rural constituents. The CRH convenes the annual Arizona Rural Health Conference, now in its 39th year, through which rural public health practitioners can receive continuing education credit hours. The CRH extends its service and expertise through a variety of programs, including the **Arizona Rural Hospital Flexibility Program (FLEX)**, which focuses on (1) improving the quality of care provided by Critical Access Hospitals (CAHs), (2) improving the financial and operational performance of CAHs, (3) encouraging health system development through the engagement of the rural community with CAHs and other care providers and integrating rural emergency Medical Services into the health care system, and (4) designating new CAH hospitals.

Assessment: The FLEX Program provides trainings and technical assistance that will improve quality of care, financial and operational performances in CAHs; encourage health system developments, and designate new CAHs. The trainings include live programs and webinars. Technical assistance is provided by CAH staff. Trainings and technical assistance provided by the FLEX Program are funded by the Office of Rural Health Policy. For many of the program's trainings participants' knowledge gained, intention of using knowledge gained in trainings, and usefulness of knowledge is measured.

The Mountain West Preparedness and Emergency Response Learning Center (MWPERLC), as described earlier in this section, is part of a national network of 14 Learning Centers serving in a regional capacity for training of the U. S. public health workforce. The MWPERLC has a special focus on program planning and evaluation and tribal public health preparedness, working closely with the Centers for Disease Control and Prevention, state, local, tribal and other federal partners and the network of Preparedness and Emergency Response Learning Centers. The backbone of the MWPERLC work is continuing education and workforce development activities. The former iteration of the MWPERLC was the Arizona Center for Public Health Preparedness (AzCPHP) which developed, delivered, and tailored core-competency based training in public health emergency preparedness for state, county, tribal, and border public health workers in Arizona only. All courses are open-enrollment and available free of cost.

The MWPERLC offers the following online certificate programs: Basic Certificate in Public Health Preparedness; Public Health Readiness Tracks; Emergency Management; Epidemiology; Mass Care; Medical Countermeasures; Mental Health. Additionally, staff members participate in community outreach at numerous preparedness fairs and develop toolkits and products to enhance preparedness at both the community and workforce level. To date 3,397 members of the public health workforce have enrolled in training through the MWPERLC. Of these, 1,950 are active registrants, and 204 have been awarded certificates.

Assessment: The MWPERLC conducted county and tribal training needs assessments to identify gaps in capability and competency. Fourteen of fifteen local county health departments participated in the Project Public Health Ready training needs assessment, and five tribes participated in a separate training needs assessment. Both instruments were developed, implemented and analyzed by MWPERLC. In addition, the MWPERLC identified two approaches

for evaluating the extent to which training transfers to preparedness exercises. The first is to employ a longitudinal approach which tracks individuals from training through to exercises. The second approach is to assess the extent to which Emergency Operations Plans (EOPs) and Standard Operating Plans (SOPs) change over time as a result of training. Evaluation results and lessons learned from exercises are used to help refine policies and procedures as found in EOPs and SOPs. Another measure of training effectiveness is the extent to which policies and procedures are improved as a result of training. To the College's knowledge, neither of these approaches has ever been employed to assess the long term effectiveness of training.

The Skin Cancer Institute (SCI), as described earlier in this section, is a unique partnership focused on patient care, community outreach, research, and education as strategies to prevent and cure skin cancer. SCI faculty and health educators have delivered skin cancer prevention and sun safety presentations to groups of outdoor workers at our community venues. In collaboration with the Tucson Dermatology Society a series of CME workshops have been presented for healthcare providers. An online course is being developed for University students to participate in Project SASS. This online curriculum will eventually be expanded to include training of interested community volunteers.

Assessment: There is no formal assessment of workforce development and continuing education needs for participants in these workshops.

The Western Mining Safety and Health Training Resource Center (MS&HTAC) is a training resource focused on the mining industry. The Technical Advisory Committee (TAC) connects the mining community with mining-relevant information, resources and methods that increase the capacity and efficacy of safety training for the western states miners. The TAC offers a full range of Mine Safety and Health Administration (MSHA) safety courses on a regular schedule, courses on adult and English language learner education for trainers and supervisor leadership offered live and online, industrial hygiene and occupational health modules, materials and consulting, and interactive fatalgrams for use in safety training. The College has also gathered the expertise of top educators in leadership across the Institute for Mineral Resources (IMR), Mining and Geological Engineering, and Mining Industry Partners to provide the **Mining Institute for Supervisor Leadership (MISL)**. The MISL is offered 2-times per year at the UA San Xavier Mining Laboratory Training Center in Tucson, Arizona. In collaboration with 14 top mining and mining-related health and safety leaders, representing the breadth of mining industry sectors in both surface and underground operations, this unique, mining-specific, mentored, leadership institute provides techniques that balance safety with optimized operations so front-line supervisors, managers are positioned to become tomorrow's mining operation leaders. Available to all supervisors, managers, and executives involved in mining operations, each bi-annual Institute is limited to 24 registrants. The intensive, participatory Institute follows a novel Progressive Learning Model. Starting with a 2-day course covering topics such as: culture-specific communication, legal issues, hazard identification, each participant builds skills on improving conflict resolution, workplace training and meetings, time management, and leadership and team-building. The information for each topic area is

delivered by current leaders in mining operations and safety and requires active student participation throughout the program.

Assessment: The MS&HTAC queries needs of industry and matches education and training programs accordingly, including graduate courses. To date, 48 supervisors have enrolled in the Mining Institute for Supervisory Leadership (MISL) series. Through an independent evaluation expert, the MS&HTAC activities are evaluated through formal pre-program evaluations, post-program evaluations, and downstream follow-up evaluations. Additionally, we evaluate progress of our trainees through formal evaluation of progress presentations. All of this is summarized in formal evaluation reports.

3.3.B. A list of the continuing education programs, other than certificate programs, offered by the school, including number of participants served, for each of the last three years. Those programs offered in a distance-learning format should be identified. Funded training/continuing education activities may be reported in a separate table. See CEPH Template 3.3.1 (Optional template for funded workforce development activities). Only funded training/continuing education should be reported in Template 3.3.1. Extramural funding for research or service education grants should be reported in Templates 3.1.1 (research) or 3.2.2 (funded service), respectively.

The nine principal units of the College offering continuing education and workforce development have been described in the previous section. A summary list of the continuing education offerings is in **Appendix 3.3.B.1**.

Distance learning courses or trainings include webinars, and online trainings. Other courses include workshops and trainings delivered in person. Funded training and continuing education activities conducted by instructors who are faculty or academic professionals at the College are listed in **Appendix 3.3.B.2**.

3.3.C. Description of certificate programs or other non-degree offerings of the school, including enrollment data for each of the last three years.

The College is committed to serving the public health educational needs of the State of Arizona. In addition to offering curriculum at the undergraduate and graduate levels, it offers individuals the following graduate certificate programs:

The Arizona Clinical & Translational Research (ACTR) Graduate Certificate Program prepares interprofessional scientists for the complexities of clinical & translational research through high-quality didactic instruction, and mentored collaborative research experiences.

The Graduate Certificate in Public Health is a distance-learning program that offers working professionals a flexible and convenient option for advancing their public health training. The certificate is affiliated with the Master of Public Health (MPH) degree and consists of the five core courses that are required of all MPH graduates.

The Graduate Certificate in MCH Epidemiology is a one year, 15-credit hour online certificate program aimed at increasing the capacity in MCH Epidemiology for MCH professionals serving in rural and underserved Indian Health Service Regions and Appalachian Counties.

The Graduate Certificate in Global Health and Development is one of the flagship education programs of the Global Health Institute. Designed for professionals and those entering the field of global health, this online program is a flexible, academically rigorous option for those who wish to balance coursework and career, while maintaining an environment of utmost academic rigor. Courses meet the need for skill enhancement for both foreign and domestic individuals who have limited time to pursue a campus-based full degree program.

The Graduate Certificate in Health Administration is a 15-unit program offering working health professionals and graduate students a flexible and convenient option for advancing health administration training. Upon completion of the certificate program, students will have knowledge and skills in the following areas: strategic planning, budgeting and finance, health care economics and policy, and advanced health care services administration.

**TABLE 3.3.C.1: Number of Students Enrolled in the Certificate Programs (2009-2011)
(Updated with numbers from fall 2012)**

	2009/2010	2010/2011	2011/2012	2012/2013
Public Health Certificate	42	24	32	17
Arizona Clinical & Translational Research	1	4	10	11
MCH Epidemiology (Started in 2010)	n/a	13	10	18
Global Health Certificate (Started in 2011)	n/a	n/a	7	6
Health Administration (Started in 2012)	n/a	n/a	n/a	4

3.3.D. Description of the school's practices, policies, procedures and evaluation that support continuing education and workforce development strategies.

Workforce development and continuing education activities form part of the agenda of CEPAS. Overall activities and issues are discussed regularly at CEPAS meetings and the different initiatives, centers and programs that are focused on workforce development report activities, progress and challenges to the CEPAS committees. Additional leadership for the workforce development strategies for the College are developed through our Public Health Training Center which continues to be the central point for the development of specific policies, procedures and evaluation of activities in this area.

3.3.E. A list of other educational institutions or public health practice organizations, if any, with which the school collaborates to offer continuing education.

The College has a long history of collaboration with local health departments, tribal nations, educational institutions, international organizations, and government and non-government agencies and organizations when identifying continuing education needs, and delivering

training and professional development to the public health workforce. Partners are listed in **Table 3.3.E.1** below.

TABLE 3.3.E.1: Academic and Practice Partners for Continuing Education

<i>National and Regional Partnerships and Relationships</i>
California Department of Public Health – Office of Binational Border Health
Centers for Disease Control and Prevention
Health and Human Resources and Services Administration
National Commission for Health Education
National Network of Public Health Training Centers
New Mexico Office of Border Health
Office of Border Health – Texas Department of State Health Services
PAHO/WHO US-Mexico Border Office
Regional Center for Border Health
Rocky Mountain Public Health Education Consortium
University of New Mexico MPH Program
US-Mexico Border Health Commission
<i>International Partnerships and Relationships</i>
El Colegio de la Frontera Norte
El Colegio de Sonora
El Instituto Nacional de Salud Publica
<i>State Level Partnerships and Relationships</i>
Arizona Area Health Education Centers Program
Arizona Association of Community Health Centers
Arizona Community Health Outreach Worker Association
Arizona Department of Health Services
Arizona Local Health Officers’ Association
Arizona Nurses Association
Arizona Public Health Association
Arizona Rural Health Association
Arizona Telemedicine Program
Community Partnership of Southern Arizona
InterTribal Council of Arizona
Southern Arizona Center Against Sexual Assault
Southern Arizona Veterans Association Health Care System
School Nurses Organization of Arizona
<i>Arizona Partnerships and Relationships</i>
Campeños Sin Fronteras

Carondelet Holy Cross Hospital
Chiricahua Community Health Centers, Inc.
Cochise County Health Department
Community Food Bank of Tucson
Eastern Arizona Area Health Education Center (EAHEC)
El Rio Community Health Center
Gila County Health Department
Greater Valley AHEC/Empowerment Systems, Inc. (GVAHEC)
Indian Health Services (IHS) - Phoenix Area
Indian Health Services (IHS) - Tucson Area
Maricopa County Department of Public Health
Mariposa Community Health Center
Navajo Nation Division of Health
Northern Arizona AHEC (NAHEC)
Pima County Health Department
Sunset Community Health Center
Southeast Arizona AHEC (SEAHEC)
Tohono O'odham Nation Department of Health and Human Services
Turning Point Coalition
Western Arizona AHEC (WAHEC)
Yavapai County Community Health Services

3.3.F. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

STRENGTHS: As a land grant institution, workforce development and continuing education are priority areas for MEZCOPH, particularly as is related to the public health workforce in Arizona. The College has a variety of initiatives and programs which include workforce development within their scope of work as well as the Arizona Public Health Training Center. CEPAS includes workforce development and continuing education as part of its overall agenda and tracks the faculty and academic professional involvement in these areas and provides additional guidance and some coordination for workforce development.

CHALLENGES: None

PLANS: As the infrastructure of the Arizona Public Health Training Center is better defined to support workforce development and continuing education, there will be a stronger presence and coordination to continue improving this area.

CRITERION 4.0: FACULTY, STAFF AND STUDENTS

4.1 FACULTY QUALIFICATIONS

4.1.A. A table showing primary faculty who support the degree programs offered by the school. It should present data effective at the beginning of the academic year in which the self-study is submitted to CEPH and should be updated at the beginning of the site visit. This information must be presented in table format, organized by department, specialty area or other organizational unit as appropriate to the school and must include at least the following: a) name, b) title/academic rank, c) FTE or % time, d) tenure status or classification*, g) graduate degrees earned, h) discipline in which degrees were earned, i) institutions from which degrees were earned, j) current instructional areas and k) current research interests. See CEPH Data Template 4.1.1. *Note: classification refers to alternative appointment categories that may be used at the institution.

MEZCOPH has a total of 67 primary faculty members as of fall 2012. As seen in **Table 4.1.A.1 (see Appendix 4.1.A.1)**, there is a broad base of faculty members in each division and section who support the academic programs. Members of the faculty are from disciplines that directly support the academic programs. Each area has a range of faculty members from assistant professors to full professors. This breadth in experience provides the foundation that allows for growth of junior faculty and also provides the experience that is needed to have solid academic and research programs. Furthermore, MEZCOPH's instructional effort is also supported by lecturers and senior lecturers who have both the academic training and practical expertise to lead both undergraduate and graduate level courses.

Detailed information for primary faculty can be found in **Appendix 4.1.A.1 (CEPH Template 4.1.1)**. MEZCOPH maintains a faculty directory that is available online (<http://www.publichealth.arizona.edu/directory>) and provides biographical data, including research interests as well as their complete curriculum vita.

4.1.B. If the school uses other faculty (adjunct, part-time, secondary appointments, etc.), summary data on their qualifications should be provided in table format, organized by department, specialty area or other organizational unit as appropriate to the school and must include at least the following: a) name, b) title/academic rank, c) title and current employment, d) FTE or % time allocated to the school, e) gender, f) race, g) highest degree earned (optional: schools may also list all graduate degrees earned to more accurately reflect faculty expertise), h) disciplines in which listed degrees were earned and i) contributions to the school. See CEPH Data Template 4.1.2.

MEZCOPH has additional faculty members who support its academic mission. These faculty members are classified as joint or adjunct faculty members. Joint-appointed faculty members are those who contribute to MEZCOPH's mission and programs, but whose primary

appointment is within another College at the University of Arizona. Their faculty appointments within MEZCOPH are at the same rank as their primary appointment. These individuals collaborate with MEZCOPH faculty on research and service projects, teach MEZCOPH courses, advise and mentor students, and serve on graduate committees. **Appendix 4.1.B.1 (CEPH Template 4.1.2)** lists the faculty members who have a joint appointment by MPH program concentration, with their home college. All individuals with joint appointments are part of a MEZCOPH division to more effectively allow them to interact with College faculty on research, teaching and service projects. Joint faculty members contribute effort to MEZCOPH, in addition to their effort in their home departments. Percent effort for joint-appointed faculty was computed using the following criteria: 10% effort for teaching a course, 5% effort for co-teaching a course, 5% effort for service on MEZCOPH committees, 5% effort for advising, 5% effort for service on master's committees, and 5% effort for service on doctoral committees.

Adjunct faculty members also are identified in **Appendix 4.1.B.1 (CEPH Template 4.1.2)**. They do not have University of Arizona academic appointments, but contribute in a significant way to MEZCOPH's mission and programs. These individuals provide guest lectures in courses, serve as site supervisors for MPH internships, assist MEZCOPH faculty and staff in identifying and addressing community concerns, collaborate in the development of new programs, and provide liaison between the community and MEZCOPH.

4.1.C. Description of the manner in which the faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if used by the school. Faculty with significant practice experience outside of that which is typically associated with an academic career should also be identified.

One of the main MEZCOPH objectives is to have faculty be engaged in communities that involves their research, service and teaching. As presented in Criterion 3, faculty are involved with many community-based projects that include the public and private sector. For example, Dr. Cecilia Rosales is on the US-Mexico Border Health Commission. Other faculty members who integrate their field experience with the College include Dr. Duke Duncan who has started a social capital manufacturing program in Nogales, Sonora, Mexico to make RoughRider[™] wheelchairs to increase mobility on rough terrain for physically challenged individuals; Dr. Douglas Taren who serves on the Board of Director for the Community Food Bank for Southern Arizona that serves 225,000 people each month through various program; Dr. Nicolette Teufel-Shone for the Boys and Girls Club of Peach Springs, Arizona, and Dr. Kenneth Schachter for the St. Elizabeth's Health Center Clinic Advisory Board. Other faculty members are working closely with various civic organizations such as Dr. Mary Koss who is a member of the Tucson Women's Commission and Drs. Jeff Burgess and Kelly Reynolds who work closely with many of the first responders in Arizona.

MEZCOPH has a classification of personnel identified as Academic Professionals who do not hold faculty appointments but have expertise in specific areas of public health and contribute significantly to the mission of MEZCOPH (See **Appendix 4.1.C.1**). These individuals serve in key

administrative positions such as the Associate Dean for Community Programs, Director of Information Technology, Associate Director of Public Affairs and Marketing or play significant roles in research and community service programs and contribute to the instruction of students by leading courses, providing guest lectures and supporting internships through their network of community partners.

Many of MEZCOPH's projects and programs are targeted at border populations, minority groups, and medically underserved populations in the Southwest. The faculty have extensive ties to the world of public health practice, through collaborations with the Arizona Department of Health Services, county health departments, tribal health departments and border communities. MEZCOPH also have faculty advise students with their internship projects that are field based and have significant service components to them. MEZCOPH supports the integration of thought on public health problems by having faculty come together within several forums including college-wide seminar series, the MPH internship conferences and various university-wide research forums.

As presented previously, the Community Engagement, Practice and Service (CEPAS) committee works with the faculty, staff and students in MEZCOPH to foster excellence in public health service and practice globally, nationally and locally. As part of this effort, CEPAS established goals as indicated in Criterion 1.1.C to have faculty participate in community based programs. Furthermore, CEPAS monitors which Arizona counties are included in faculty projects. **(See Criterion 3.2.D)**. These data indicate that the MEZCOPH faculty are engaged in numerous field based activities and they use their experience to support internships that are conducted by our undergraduate and graduate students.

4.1.D. Identification of measurable objectives by which the school assesses the qualifications of its faculty complement, along with data regarding the performance of the school against those measures for each of the last three years.

The MEZCOPH Evaluation Committee continually provides measurable outcomes that assess the qualifications of its faculty complement. These measures were presented in Criterion 1.3. The outcomes that are most salient to this criterion are the percent of faculty members who have been principal investigators on grant, the number of peer review publications per faculty member, and the percent of faculty publications that include student authors. **Table 4.1.D.1** summarizes these faculty performance measures.

The University also requires post-tenure reviews of tenured faculty. The guidelines are that 20% of the tenured faculty members are to be reviewed every year which translates to having a post-tenure review done every five years on each tenured faculty. However, in academic year 2011-12, the Provost requested that post-tenure reviews be conducted on all tenured faculty members. The outcome of all of these reviews for the past 5 years has indicated that all tenured faculty members were meeting or exceeding University standards with regards to their contribution to the teaching, research and service mission of the College.

TABLE 4.1.D.1: MEZCOPH Faculty Performance Measures

Measure	2009	2010	2011
At least 80% of tenured, tenure-eligible and non-tenure eligible faculty will be principal investigators on at least one grant or contract annually. (Research 1.1.)	82%	78%	80%
Tenured, tenure-eligible, and non-tenure eligible faculty will publish, on average, three peer-reviewed articles per year. (Research 1.3)	3.0	3.5	3.5
Ensure that no fewer than 50% of faculty and academic professionals are involved in community outreach, practice and service activities that focus on four categories: eliminating health disparities, building and strengthening collaborations, targeting Arizona Healthy People 2010 goals and Public Health Preparedness. (Service 1.1)	72%	71%	76%
At least 95% of post-tenure reviews will meet expectations	100%	100%	100%

4.1.E. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: MEZCOPH has a faculty with both breadth and depth with regards to the academic programs that it offers to students. The faculty is diverse in subject matter expertise and includes both junior and senior faculty members. Many faculty members serve on national and international review committees for grants, journals and conferences. Faculty members are also on state, national and international panels that support the development and implementation of public health policies, guidelines and programs. MEZCOPH faculty are also actively involved with teaching, research and service and creates an environment that fosters learning by its undergraduate and graduate students. Since the last accreditation, the size of the primary faculty has doubled (65 faculty members). Furthermore, MEZCOPH has increased the depth and breadth of its faculty with additional junior and senior level members in Environmental and Occupational Health. Additional senior faculty are also part of the Public Health Policy and Management academic section and within the Division of Health Promotion Sciences. Similarly the junior faculty members who have joined MEZCOPH in Biostatistics have now been promoted to Associate Professors and two full professors in Epidemiology recently joined the College.

Challenges: None

Plans: Continue to recruit faculty that meet our goals to have the highest quality of faculty members. Have divisions and sections develop strategic plans on faculty needs so they can recruit faculty that meet their needs when a hiring opportunity becomes present. Enhance opportunities to support faculty with their professional growth so they may optimize their individual careers that include teaching, research and service.

4.2 FACULTY POLICIES AND PROCEDURES

4.2.A. A faculty handbook or other written document that outlines faculty rules and regulations.

Each new faculty member is provided with the MEZCOPH Faculty Handbook. The most recent version was distributed in August 2012 to all members of the faculty for the 2012-13 academic year. The MEZCOPH Faculty Handbook provides information on how to get things done as a faculty member. The handbook is divided into 3 sections:

- Section A is about the College's organizational structure and internal operations.
- Section B is about the College's academic programs and working with students.
- Section C is about working at the University and university-wide events. Section C also includes a link to the University Handbook that includes policies and regulations regarding appointed personnel. MEZCOPH follows this handbook.

The faculty handbook also provides information about the policies and processes that are used within MEZCOPH and the University to recruit a diverse faculty. MEZCOPH also works closely with the Associate Provost for Faculty Affairs who has established policies and procedure to obtain a successful search. The guidelines also provide information on how to obtain the best candidates and to support a diverse faculty and remain within the law as described by Arizona's Proposition 107 that decrees the "State shall not grant preferential treatment to or discriminate against any individual or group on the basis of race, sex, color, ethnicity or national origin in the operation of public employment, public education, or public contracting." (<http://facultyaffairs.arizona.edu/recruitment>). A copy of the MEZCOPH Faculty Handbook is provided in the **Resource File 4.2.A.1**.

4.2.B. Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.

MEZCOPH believes that faculty development is a key component to building and maintaining a strong College. Every primary faculty member (tenure and non-tenure eligible) who is not at the rank of Professor identifies a mentor who assists them with developing their academic career. Faculty members work with their mentors and their division directors to develop work plans each year that support their promotion and tenure status.

The Associate Dean for Academic Affairs and the Associate Dean for Research also host a monthly lunch for all the non-tenured faculty members (tenure and non-tenure eligible faculty regardless if they have part-time or full-time appointments). These lunches provide an informal setting to have discussions about faculty life, promotion and tenure, developing research careers and meeting with members of the university leadership such as the Vice-Provost for Faculty Affairs.

MEZCOPH faculty members are also encouraged to participate in the University Advance

Program. Although this program focuses on promoting the advancement of women faculty, this program promotes faculty diversity and the equitable treatment of all members of the faculty. The UA ADVANCE program is managed by the Center for Research, Equity and Opportunity (CREO). The UA ADVANCE program uses a three-tiered strategy for improving the representation and advancement of women faculty as described below:

- Faculty members are able to develop their instructional skills by participating in programs sponsored by the University of Arizona Office of Instruction and Assessment (OIA). This office offers support in course and curriculum design, online course development, program and classroom assessment and evaluation, instructional strategies and learning technologies.
- Increase the number of female scientists in leadership positions by fostering the development of social capital through networking, collaboration, and mentoring with local, national, and international scientific communities.
- Define new expectations for the stewardship of faculty careers through programs aimed at faculty leaders, administrators, and departmental groups.
- Eradicate inequitable practices through development of persuasive transformational technologies that will gradually change attitudes while directly changing the way business is done at the university.

Academic professionals work within the AP Forum to identify development opportunities. The forum also provides an opportunity for APs to discuss their career development needs with the Dean who has made herself available for their meetings. MEZCOPH also informs staff about additional career development opportunities whether they be seminars or short courses that are provided by the UA.

4.2.C. Description of formal procedures for evaluating faculty competence and performance.

MEZCOPH has an annual performance review (APR) process that allows faculty members to demonstrate their competence and performance regarding their teaching, research and service so it can be reviewed by their peers and division directors. This process provides information back to faculty members so they can use it to prepare for their promotion and tenure process, and the post-tenure reviews of tenured faculty. MEZCOPH conducts the APRs each calendar year using an online process, APROL (Annual Performance Review Online). All Faculty members enter their information into the APROL system which is then stored in a searchable database. The faculty member completes these performance review documents and provides a self-ranking on instruction, research, service and administration (if applicable).

The APR documents include the work plan from the previous year, courses taught, graduate student advising and committee membership, research/scholarship grants funded, research/scholarship grants submitted, publications, scholarly presentations, awards and honors, College and university service, local, state, national and international service. The documents and updated curriculum vitae are provided electronically to the division director and reviewed by a Peer Review Committee of three or more members who assess the faculty and provide a ranking on instruction, research, and service. All faculty members meet with

their division director to discuss their review, the comments of the Peer Review Committee, and the division director's rankings. The work plan for the next year is finalized at this meeting.

The completed annual performance reviews are then forwarded to the Dean's office. In consultation with the division directors, the Dean addresses any problems with faculty performance and also identifies those individuals who have made especially noteworthy contributions to MEZCOPH's programs. The Dean also meets with all faculty members individually on a biannual basis to go over their progress and future goals. This was last done during the 2011-12 academic year.

MEZCOPH also recognizes outstanding performance by its faculty and academic professionals with annual awards for teaching, research, and service. In addition, MEZCOPH faculty, academic professionals and staff compete successfully for university-wide awards.

An additional means of faculty evaluation is through the promotion and tenure process. MEZCOPH Promotion and Tenure guidelines are included as **Appendix 4.2.C.1**. Briefly, promotion and tenure guidelines for appointment and promotion formalize achievement expectations for specific ranks. For appointment to Assistant Professor, promise must be demonstrated in the areas of teaching, research and service. Promotion to Associate Professor with tenure is achieved by demonstrating documented excellence in teaching and mentoring, providing indicators of a national reputation in scholarly activity, demonstrating leadership and excellence in service to the institution, and service at the regional or national level. Promotion to full Professor is achieved by demonstrating international recognition for scholarly contributions, continued excellence in teaching, a national or international reputation in service, and also a demonstrated leadership role in mentoring junior faculty.

MEZCOPH also recognizes the importance of the community-based research that is conducted by its faculty. For this reason, the promotion and tenure page on the College's intranet provides information to faculty and promotion and tenure committee members' about community based research. Links on evaluating promotion and tenure packets from the Community-Campus Partnerships for Health is available on the MEZCOPH Promotion and Tenure Committee website.

Tenure-eligible faculty members undergo a mandatory third-year review to inform their development plan for mentoring and to assure that the candidate is on track to achieve tenure. The final tenure review is conducted no later than the 6th year in rank. Upon promotion to associate professor with tenure, the typical career progression is evaluation for promotion to professor with tenure no later than the 6th year in rank. All promotion processes for tenure-eligible or tenured individuals are subject to review by the University of Arizona Promotion and Tenure Committee and the Provost's Office.

The MEZCOPH Promotion and Tenure committee also is responsible for the annual post-tenure review process. Briefly, the annual performance review ratings of all tenured faculty members are reviewed, with 20% of the tenured faculty selected for an in-depth discussion of their

annual performance review documents on a yearly basis. However, as stated previously, in fall 2011, the Provost requested a post-tenure review of all tenured faculty members. If any deficiencies are noted, a Faculty Development Plan or a Performance Improvement Plan (depending on the extent of the deficiencies) is developed by the faculty member, their Division Director and the Dean. Such plans state goals with monitoring and benchmarks to ensure that the noted deficiencies are rectified within the specified period. To date, all post-tenure reviews conducted by MEZCOPH have resulted in satisfactory or better ratings.

Non-tenure eligible faculty requirements for appointment to rank are identical to those for tenure eligible, except that the expectation for excellence may be in two of the three evaluated areas (i.e., research/scholarship, teaching, service). Non-tenure-eligible faculty members undergo review every fifth year for promotion or retention in rank (Assistant Professors) or every sixth year (Associate Professors). Non-tenure eligible appointments or promotions are not reviewed by the University Promotion and Tenure Committee, but are reviewed at the Provost's Office for integrity of process.

4.2.D. Description of the processes used for student course evaluation and evaluation of instructional effectiveness.

Faculty members receive feedback from students through several processes. The University of Arizona Office of Assessment and Enrollment Research provide a standardized Teaching/Course Evaluation (TCE) of courses that is completed by students during one of the final class times at the end of each semester. This evaluation is now available to students to complete using both pencil and paper format or online. Written forms are returned directly to that office by having a designated student drop a sealed envelope in a secure drop box that is located in Drachman Hall at the end of each semester.

The results are forwarded to the faculty member, Division Director, and Program Director after final grades have been completed. The Associate Dean for Academic Affairs reviews all course evaluations to determine problem courses or to help remediate instructor difficulties. Our measures of instructional performance are from the University Teaching/Course Evaluations (TCEs).

MEZCOPH also provides a mechanism for students to anonymously provide mid-term feedback to faculty. This brief, on-line evaluation form includes student comments on how the course could be improved. Each faculty is then able to modify or respond to major issues during the same semester.

In addition to this formal evaluation mechanism, informal evaluation occurs at several levels. Many of the MPH core courses are co-taught, which allows built-in feedback between the instructors. Additionally, concentration faculty members provide guest lectures or audit particular lectures in a course. This also allows the opportunity for informal evaluation and feedback. Finally, when courses are being taught for the first time, there is substantial

exchange between individual instructors and program chairs or division directors based on student feedback.

4.2.E. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: MEZCOPH has defined policies and procedures that support the recruitment, appointment and promotion of qualified faculty. The College also has several mechanisms in place that support faculty productivity and guides them through the University system so they may work efficiently and effectively. Faculty performance is supported by the University and College administrations and by peers on a continual basis.

Challenges: None.

Plans: The Dean's office plans to develop and provide additional support services for faculty that will allow them to maximize their potential in teaching, research and service. This program will be in addition to those currently available such as the monthly lunch meeting and ADVANCES.

4.3 STUDENT RECRUITMENT AND ADMISSIONS

4.3.A. Description of the school's recruitment policies and procedures. If these differ by degree (e.g., bachelors vs. graduate degrees), a description should be provided for each.

MEZCOPH recruits applicants who demonstrate the qualifications to be successful in public health coursework, as well as the interest in and commitment to making a difference in the field of public health. The College recognizes that high-quality recruitment is essential to the success of its educational programs, and as such, attempts to educate culturally diverse professionals to meet the growing regional, national, and global public health needs.

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 identify and recruit well-qualified students using 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

Undergraduate (BS in 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.

Graduate

At the graduate level, the College makes every attempt to recruit, admit, and matriculate a diverse student body. Diversity has been consistently measured by age, gender, race, geographic location, and experience.

Specific activities to recruit graduate students and increase yield include the following:

- 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, as well as bi-monthly online information sessions (began in fall 2012).

- Outreach to regional public health professionals encouraging development of additional skills
- Participation in Graduate School fairs at the three state universities
- Exploration of public health through enrollment by non-degree seeking and certificate students
- Maintenance of a Facebook page and Twitter account by the College's Public Affairs office, as well as numerous news releases about the College's faculty, staff, and student achievements and other highlights
- Individual visits by prospective students, including meetings with students and faculty, as well as tours
- Support by the University of Arizona Graduate College of a successful Returned Peace Corps Volunteer (RPCV) program, called the Coverdell Peace Corps Fellows
- Participation in the Western Regional Graduate Programs (WRGP), which allows MPH and DrPH students from the 15 western regional states to pay in-state tuition rates
- An Admitted Students Day in late March for admitted students to visit campus and hear from panels of current students and faculty
- A Facebook group for newly admitted students to communicate with each other
- A New Students Blog to ensure that admitted students are engaged between admission and matriculation
- Please see **Appendix 1.8.A.viii** for additional recruitment activities performed in conjunction with the UA Graduate College.

4.3.B. Statement of admissions policies and procedures. If these differ by degree (eg, bachelors vs. graduate degrees), a description should be provided for each.

College admissions policies and procedures are designed to promote excellence in public health while meeting the mission of the College. The College seeks students of the highest caliber to promote community and individual health in the Southwest, nationally, and globally. Admissions processes are coordinated within the Office of Student Services and Alumni Affairs, both on the applicant side and with faculty review committees.

The target number of students admitted to each program is determined by each program or section, in consultation with the Division Directors, the Assistant Dean for Student and Alumni Affairs, and the Associate Dean for Academic Affairs. Consideration is given to the number of returning students, faculty workload capacity, funding available to support students at the doctoral level, capacity of student service resources, and optimal student cohort size. The target number is determined each fall before the application review process begins.

Undergraduate Program

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.

Undergraduate admissions criteria include the following:

- University of Arizona GPA greater than 2.5
- Completion of all pre-health prerequisite courses with a grade of C or higher; except for ENGL 102, which requires a grade of B or higher
- Completed major application
- Resume or CV
- Personal statement of experiences and goals

Graduate Programs

Applications for all graduate programs are submitted and reviewed through SOPHAS. Applicants are also required to submit a short supplemental application through the UA 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.

Applicants submit all materials to SOPHAS, including the following:

- Official transcripts from all undergraduate and graduate institutions attended
- List of all institutions attended, as well as all coursework completed
- Official standardized test scores, including GRE, MCAT, TOEFL, and IELTS
- Letters of recommendation
- Statement of purpose and objectives
- Résumé or CV
- Entered work and volunteer experience, as well as relevant honors/awards received
- Applicants to the PhD Environmental Health Sciences, PhD Epidemiology, and DrPH programs are also required to submit a Research Statement through SOPHAS.
- In addition, applicants to the PhD Biostatistics and DrPH programs are also required to submit a writing sample via e-mail to the Office of Student Services and Alumni Affairs

Admissions for all MEZCOPH graduate programs occur through the Graduate College. Admissions committees within MEZCOPH make recommendations to the Graduate College, and the Graduate College confirms that the applicant has a bachelor's degree from a 4-year, accredited institution with a 3.0 GPA. Occasionally, MEZCOPH recommends an applicant who does not meet the GPA requirement. MEZCOPH must provide a compelling reason for doing so, such as an applicant's exceptional work experience.

Generally, the MPH and MS programs require a prior bachelor's degree, whereas the PhD and DrPH programs require a prior master's degree in a relevant field. Each program reviews every application and makes admissions determinations based on academic background, test scores, statement of purpose, resume, and letters of recommendation. Relevant work experience,

public health commitment, and potential for success are strongly considered during the admissions process. Specific graduate admissions criteria are listed in greater detail in **Appendix 4.3.B.1.**

Each academic section handles admissions differently. In the MPH Program, four sections – Biostatistics, Environmental and Occupational Health, Family and Child Health, and Public Health Practice - have one or two faculty members review each application. Three other sections – Epidemiology, Health Behavior and Health Promotion and Public Health Policy and Management – ask the Assistant Dean for Student and Alumni Affairs and the Admissions Coordinator to conduct a first review of each application with a recommendation to admit, deny, or discuss; in this case, notes regarding the applicant’s qualifications are reviewed with the Section Chair and/or the entire section. Faculty members make the final admissions decisions on all applications.

In the MS, PhD, and DrPH programs, typically, at least two faculty members, if not all faculty, review each application. Recommendations are made within the SOPHAS system to admit, deny, or discuss, and final admissions decisions are made at faculty section meetings.

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

Recruitment materials describing the academic offerings of the school can be found in **Appendix 4.3.C.1.**

Websites containing general information regarding course offerings, academic calendars and general grading information are listed in **Table 4.3.C.1.** Grading guidelines for individual courses can be found in course syllabi.

TABLE 4.3.C.1: Website Addresses for Information Regarding Academic Calendars, Course Listings

Academic Calendar	http://catalog.arizona.edu/acadcal.html
Description of Course Offerings	http://catalog.arizona.edu/allcats.html
UA Semester Schedule of Courses	https://uaccess.schedule.arizona.edu/psp/uazsapr2/UA_SCHEDULE/HRMS/h/?tab=DEFAULT
College of Public Health Course Schedule	http://www.publichealth.arizona.edu/students/course-schedule
Registration Instructions	http://www.registrar.arizona.edu/schedules/general.htm
UAccess Student Center	http://uaccess.arizona.edu/
Graduate College Policies	http://grad.arizona.edu/degrecert
UA Grading Policies	http://catalog.arizona.edu/2011-12/policies/grade.htm

4.3.D. Quantitative information on the number of applicants, acceptances and enrollment, by concentration, for each degree, for each of the last three years. Data must be presented in table format. See CEPH Data Template 4.3.1.

Table 4.3.D.1 contains information regarding applicants, students admitted, and students enrolled in the graduate programs of the College over the past three years.

TABLE 4.3.D.1: Quantitative Information on Applicants, Acceptances, and Enrollments, 2009 to 2011

		2009-2010	2010-2011	2011-2012
Biostatistics MPH	Applied	14	15	15
	Accepted	12	12	4
	Enrolled	4	5	4
Biostatistics PhD	Applied	17	27	26
	Accepted	11	12	9
	Enrolled	2	6	3
Environmental and Occupational Health MPH	Applied	15	26	18
	Accepted	12	25	13
	Enrolled	5	9	3
Environmental Health Sciences MS	Applied	N/A	2	6
	Accepted	N/A	2	5
	Enrolled	N/A	1	0
Environmental Health Sciences PhD	Applied	N/A	8	18
	Accepted	N/A	7	10
	Enrolled	N/A	4	7
Epidemiology MPH	Applied	72	61	86
	Accepted	57	51	64
	Enrolled	9	12	16
Epidemiology MPH - MA Latin American Studies Dual Degree	Applied	1	0	1
	Accepted	0	0	1
	Enrolled	0	0	1
Epidemiology MS	Applied	7	12	10
	Accepted	6	10	2
	Enrolled	0	0	0
Epidemiology PhD	Applied	25	32	27
	Accepted	10	15	8
	Enrolled	3	2	3
Family & Child Health MPH - Global Health Track	Applied	34	31	42
	Accepted	29	27	34
	Enrolled	9	10	11
Family & Child Health MPH - Global Health Track - MA Latin American Studies Dual Degree	Applied	4	1	1
	Accepted	4	0	1
	Enrolled	1	0	0
Family & Child Health MPH - Global Health Track - MBA Dual Degree	Applied	N/A	0	1
	Accepted	N/A	0	1
	Enrolled	N/A	0	0
Family & Child Health MPH - Maternal & Child Health Track	Applied	15	38	33
	Accepted	13	27	15
	Enrolled	3	14	6

		2009-2010	2010-2011	2011-2012
Family & Child Health MPH - Maternal & Child Health Track - MS Mexican American Studies Dual Degree	Applied	0	1	0
	Accepted	0	1	0
	Enrolled	0	1	0
Maternal & Child Health DrPH	Applied	16	9	21
	Accepted	8	5	9
	Enrolled	6	4	6
Health Behavior & Health Promotion MPH	Applied	63	88	85
	Accepted	52	50	57
	Enrolled	15	16	15
Health Behavior & Health Promotion MPH - MA Latin American Studies Dual Degree	Applied	1	3	3
	Accepted	1	3	2
	Enrolled	1	2	0
Health Behavior & Health Promotion MPH - MS Mexican American Studies Dual Degree	Applied	1	1	0
	Accepted	0	1	0
	Enrolled	0	1	0
Health Behavior & Health Promotion MPH - MBA Dual Degree	Applied	N/A	0	1
	Accepted	N/A	0	1
	Enrolled	N/A	0	0
Public Health Policy & Management MPH	Applied	41	56	52
	Accepted	33	43	44
	Enrolled	13	13	12
Public Health Policy & Management MPH - JD Dual Degree	Applied	1	0	2
	Accepted	1	0	2
	Enrolled	1	0	1
Public Health Policy & Management MPH - MD Dual Degree	Applied	4	12	10
	Accepted	4	12	10
	Enrolled	4	10	10
Public Health Policy & Management MPH - MA Latin American Studies Dual Degree	Applied	2	0	0
	Accepted	2	0	0
	Enrolled	2	0	0
Public Health Policy & Management MPH - MS Mexican American Studies Dual Degree	Applied	2	1	0
	Accepted	1	1	0
	Enrolled	0	2	0
Public Health Policy & Management - MBA Dual Degree	Applied	N/A	0	1
	Accepted	N/A	0	1
	Enrolled	N/A	0	0
Public Health Policy & Management DrPH	Applied	6	21	17
	Accepted	4	10	3
	Enrolled	2	5	2
Public Health Practice MPH	Applied	N/A	30	47
	Accepted	N/A	25	41
	Enrolled	N/A	13	32

Specialty area is defined as each degree and area of specialization contained in the instructional matrix (Template 2.1.1)

Applied = number of completed applications

Accepted = number to whom the school/program offered admissions in the designated year

Enrolled = number of first-time enrollees in the designated year

The MPH in Public Health Practice, the dual MBA/MPH, and the MS/PhD in Environmental Health Sciences enrolled students for the first time in 2010.

As this table illustrates, the newest programs are just starting to enroll students (e.g. MS in Biostatistics, Epidemiology and Environmental Health Sciences) – these programs will be monitored with regards to their number of applications and to determine how students use them as their final degree or a step toward a doctoral degree.

4.3.E. Quantitative information on the number of students enrolled in each specialty area identified in the instructional matrix, including headcounts of full- and part-time students and a full-time-equivalent conversion, by concentration, for each degree, for each of the last three years. Non-degree students, such as those enrolled in continuing education or certificate programs, should not be included. Explain any important trends or patterns, including a persistent absence of students in any degree or specialization. Data must be presented in table format. See CEPH Data Template 4.3.2.

Please see **Table 4.3.E.1.**

TABLE 4.3.E.1 (CEPH Template 4.3.2): Total Enrollment Data: Students Enrolled in each Area of Specialization Identified in Instructional Matrix for each of the last 3 years

Student Enrollment Data from 2009 to 2012							
		2009/10		2010/11		2011/12	
		HC	FTE	HC	FTE	HC	FTE
Program Area	Degree Objective						
BIOSTAT	MPH	9	8	10	8.7	10	8.3
BIOSTAT	MS	0		0		3	2.7
BIOSTAT	PhD	8	7.3	12	10.3	14	13
ENVIRON	MPH	9	8.7	15	13.3	16	14.7
ENVIRON	MS	0		5	4.7	3	3
ENVIRON	PhD	0		4	4	10	9.3
EPID	MPH	24	21	30	18.7	38	34.3
EPID	OTHER DUAL DEGREES	0	0	0		1	1
EPID	MS	0	0	1	0.7	0	0
EPID	PhD	26	22.7	22	18.7	22	19.7
HED/BS	MPH	36	32.7	36	32.3	37	32
HED/BS	OTHER DUAL DEGREES	0	0	6	5.3	3	2.7
HSA	MPH	40	34.7	42	37	41	35.7
HSA	MPH/JD	1	1	0		2	1.3
HSA	MPH/MD	19	14.3	24	18.7	27	20
HSA	DrPH	5	4.7	8	7	9	8
HSA	OTHER DUAL DEGREES	2	1.7	4	3	2	1.7
INTHLTH	MPH	17	15.7	24	22.3	27	24.3
INTHLTH	OTHER DUAL DEGREES	0	0	0	0	0	0
MCH	MPH	19	16.3	20	18.7	23	20
MCH	DrPH	11	10	13	10.7	19	16.7
MCH	OTHER DUAL DEGREES	0	0	1	1	1	1
PHP/PM	MPH	0	0	14	12.3	46	31.3
UNDERGRADUATE MAJORS	BS	38	38	40	35.4	110	108.3
Totals		264	236.8	331	282.8	464	409
<p>Graduate Student FTE calculation: # of part-time students multiplied by 6 units(part-time status) ÷ 9 units(fulltime status) plus headcount of fulltime students</p> <p>Undergraduate Student FTE calculation: Number of part-time students x 8 units ÷ 12 units (full time status) plus number of full time students</p>							

4.3.F. Identification of measurable objectives by which the school may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the school against those measures for each of the last three years.

Outcome measures useful in assessing the success of our policies and procedures include recruitment, matriculation, retention, graduation, and ultimately employment of alumni. Graduation rates and employment information are found in Section 2.7. To continue providing the state and the region with needed expertise. The College constantly monitors its data for applications, admissions, and enrollment.

To ensure that the College is enrolling a qualified undergraduate student body, applicants to the undergraduate major must have a GPA of 2.5 or higher (increased from 2.25 for the College's previous undergraduate major), as well as demonstrate completion of all pre-health prerequisites with a grade of C or higher (except ENGL 102, which requires a B or higher.) Mean ACT and SAT scores of undergraduates admitted to the BS in Public Health Major, shown below in **Table 4.3.F.1.**, have risen slightly over the first three years of the program being offered.

TABLE 4.3.F.1: Mean ACT and SAT Scores for Students Admitted to the BS Public Health Major

	ACT Composite	SAT Composite
2011-12	22.74	1044
2010-11	21.81	1028
2009-10	21.95	1035

The average GPA and test scores for students entering the College graduate programs from 2009 through 2011 are presented in **Table 4.3.F.2.** The overall incoming GPA for newly enrolled graduate students is above 3.5. A small number of students (less than 5%) are admitted despite weaker performance in previous academic work, but who hold exceptional promise for future academic success. The vast majority (over 95%) of these students maintains a 3.0 GPA and remain in good standing.

TABLE 4.3.F.2: Mean GPA and GRE Scores for Entering Graduate Students

Graduate Degree Program	Year	GPA Mean	GPA n	Verbal & Quantitative GRE Mean	GRE n
MPH & MS	2011	3.55	101	1120	89
	2010	3.56	107	1058	89
	2009	3.44	59	1089	56
PhD & DrPH	2011	3.83	17	1168	10
	2010	3.75	12	1174	12
	2009	3.45	10	1118	6

4.3.G. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

STRENGTHS:

MEZCOPH continues to attract a quality student body, as measured by applicants' strong GPAs and good GRE scores, in addition to the rich diversity of their backgrounds and experience. MEZCOPH's many service and outreach activities provide opportunities for recruitment in rural and underserved areas. The MPH program's low attrition, high graduation, and high employment rates serve as drawing cards to potential candidates. The student population in MEZCOPH's undergraduate and graduate programs has grown exponentially over the past 3 years. MEZCOPH's ability to secure training grants has enhanced funding opportunities for student internships and for graduate assistantships for students within particular sections of the College.

MEZCOPH's participation in the Western Regional Graduate Programs (WRPG), which allows students in the MPH and DrPH programs who come from one of the 15 western regional states to pay in-state tuition rates, has allowed MEZCOPH to reach students who might not otherwise have been able to attend the University of Arizona. Growth in the undergraduate program has allowed for many additional graduate level students to be funding as Teaching Assistants. MEZCOPH has redesigned its website to be more user-friendly and informational for prospective students.

CHALLENGES:

Although MEZCOPH attracts and admits top-notch students, limited scholarship funding has resulted in an inability for some of these applicants to join the University of Arizona and/or in their decisions to go elsewhere for public health training. The smallest MPH programs are in Biostatistics and Environment and Occupational Health, and similar to other schools of public health (see Tables 1.9 and 3.9 of the ASPH Annual Data report for 2011 – **Resource File 4.3.G.1**). However, recently the number of students in these programs have increased as we have added more faculty and highlighted the doctoral programs in these areas.

PLANS:

Continue refining and implementing the MEZCOPH's master recruitment plan to include outreach to 1) the region's underserved populations, 2) students in neighboring states in which there is no public health school or program, 3) feeder undergraduate programs, and 4) appropriate subsets of the public health workforce. Develop recruitment materials and strategies for concentration areas with fewer students. Continue to build scholarship funding that can be used in recruitment of high-level candidates, resulting in a more competitive admissions process. Develop and implement a survey for admitted applicants who choose not to matriculate at MEZCOPH to determine the reasons for declining our offer. See **Appendix 4.3.6.1** for questionnaire.

4.4 ADVISING AND CAREER COUNSELING

4.4.A. Description of the school's advising services for students in all degree programs, including sample materials such as student handbooks. Include an explanation of how faculty are selected for and oriented to their advising responsibilities.

The staff of the Office of Student Services and Alumni Affairs (OSSAA) and MEZCOPH 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 & 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. Collectively, the team possesses 75 years of student services experience, assuring a highly trained, experienced and professional student services workforce. In recognition of their contribution to the University, the College, and its students, the OSSAA was honored with the 2012 University of Arizona Team Award for Excellence, making this the second time the OSSAA has earned this honor in the past eight years.

MEZCOPH tailors its advising services for students based on academic level and degree. 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." He was recognized as the University of Arizona Outstanding Professional Advisor in spring 2012. The increase in the number of undergraduate students from 2009 – 2012 necessitated the recent hiring of an additional academic advisor who will begin advising duties this fall. Individual undergraduate course instructors, the Assistant Dean for Student and Alumni Affairs and the Director of the Undergraduate Program also provide advising when appropriate.

In spring 2011, a subcommittee of MEZCOPH's Education Committee was charged with developing a strategy for strengthening advising within MEZCOPH. The subcommittee recommended and MEZCOPH adopted a new model for providing comprehensive advising for its graduate student population that 1) centralized basic advising services (i.e., 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 MEZCOPH and promotes the opportunity for students to develop professional mentoring relationships with faculty as they need more in-depth advisement related to establishing internships/research

projects and their careers. Thus, since fall of 2011, student services professionals within OSSAA provide essential fundamental advising services and faculty are assigned students to mentor within their academic section.

MEZCOPH goes to great lengths to clearly communicate advising responsibilities to all parties involved. At the time of admission, students at each academic level are notified by letter and email who they should contact for initial advising as they enter MEZCOPH and a basic statement of how advising and mentoring is differentiated is included. For MPH students, recommended course sequencing information is shared at this time, as well. Student handbooks (**Resource Files 4.4.A.1-5**), written for each of the academic programs, outline all major student and academic policies, procedures and requirements, and define the appropriate advising structure. The advising structure is stressed in New Student Orientations. A table entitled, "Who Does What in the Office of Student Services" (**Appendix 4.4.A.1**) is reviewed at orientation and included in the orientation packet. These materials, as well as the academic catalogs and all required College forms, are permanently available on the Hub (the intranet of the College's website). Additionally, the appropriate OSSAA coordinator communicates relevant policies, procedures, requirements and current academic deadlines via individual academic program listservs throughout the academic year. In an effort to boost student attention to OSSAA emails, enhance their understanding of the individual advising roles within OSSAA and avoid over-emailing, the OSSAA established and follows an email/listserv protocol (**Appendix 4.4.A.2**), that delineates which team member should be sending correspondence to students about specific issues.

As described in Section 2.4, an MPH Internship Manual (**Resource File 2.4.A.1**), explaining processes and policies related to finding and conducting internships, is also maintained by OSSAA and distributed to students at orientation time. All internship preparation materials are shared with students and faculty on the Hub.

All tenured and tenure eligible faculty are expected to provide advising and mentoring to graduate students. Once students accept MEZCOPH'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. A Faculty Handbook (**Resource File 4.2.A.1**), reviewing appropriate policies, procedures, and deadlines is provided to the faculty when they are hired. A table delineating faculty and OSSAA staff roles related to advising (**Appendix 4.4.A.3**) is posted on the Hub. The OSSAA meets with new faculty members to review these advising roles with them and to provide a general overview of student advising needs, academic program timelines, and general College policies and procedures. An advising workshop is scheduled each fall to communicate advising roles and to provide a general overview of student advising needs and academic program timelines for new faculty and others who wish to brush up on their existing knowledge.

Additionally, faculty members across the College are expected to provide internship advising to MPH students. Students choose their own internship committee chairs and committee members by meeting and negotiating with faculty members who share interest/experience in

their area of interest. Academic Section Chairs monitor the number of students who are working with individual faculty to ensure that no one is overly committed. Internship Advising Workshops are held every other year to orient new faculty members to internship policies and procedures and to inform continuing faculty of changes that have occurred in the last year.

4.4.B. Description of the school's career counseling services for students in all degree programs. Include an explanation of efforts to tailor services to specific needs in the school's student population.

Undergraduate Career Counseling

MEZCOPH continues to build its efforts to provide comprehensive, complementary, and coordinated career counseling services. Although career counseling services (see **Table 4.4.B.1**) are available for all students through the Office of Student Services and Alumni Affairs, MEZCOPH'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 University of Arizona Career Services Office. This Office's broad range of programs are designed to assist students in developing and implementing career plans, gaining career-related experience while enrolled in school, and pursuing post graduate career goals, whether that means permanent employment or alternate plans, and they serve the undergraduate population well. The Assistant Dean for Student and Alumni Affairs and the Undergraduate Coordinator participate as College liaisons to the University's Career Services Council and keep abreast of the services available.

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. As the number of alumni of the new public health major increases, the College will gain greater understanding of their career destinations and, with this knowledge, will increase its capacity to effectively advise these students throughout their tenure in the BS Program. Additionally, MEZCOPH is considering implementing the use of a standardized portfolio software program to assist students in building a comprehensive portfolio that could be used in their job search upon graduation.

Graduate Career Counseling

MEZCOPH's graduate students also utilize the University Career Services Office for basic information and programs but turn to MEZCOPH for specific advising related to public health careers. Résumé workshops, led by the Assistant Dean for Student and Alumni Affairs, tailored for Master of Public Health students and potential job markets have been effective. Additional subject areas covered in these workshops include guidance about how to choose and manage professional references, writing cover letters, avoiding common pitfalls in the job search and basic information about how to negotiate salaries. Now that a coordinator for the doctoral and MS students has joined the OSSAA team, Curriculum Vitae workshops will be held regularly and will utilize the expertise of faculty who have established successful research careers. Similar to the MPH Résumé Workshops, the CV Workshops will include discussion of issues related to

initiating a research career, such as identifying external funding opportunities, publishing outlets and processes, and planning a career trajectory.

As MEZCOPH has grown and more of its alumni have established public health careers, the data regarding those careers have informed the advising that the College provides its current graduate students. For example, MEZCOPH’s collective knowledge about the types of agencies that hire graduates with specific public health training has increased substantially. Students’ ability to network with alumni working in positions they aspire to also has increased. To facilitate these discussions, the OSSAA and the Public Health Student Alliance jointly sponsor an Alumni Panel each fall and spring semester to introduce a variety of public health professionals to the current student population. MEZCOPH has established itself in the collective consciousness of the public health community whose members continually ask the College to advertise open positions in their organizations. A Public Health Jobs listserv, to which any student or alumnus may subscribe, is used to share this information, as well as other helpful resources, such as links to relevant job listing sites. This information is also posted on the Hub of the College’s website for review by current students and faculty. Furthermore, the alumni are invited to participate in MEZCOPH’s LinkedIn group and the Dean’s Alumni Circle to provide continued networking for career development.

MEZCOPH faculty bring a wealth of experience and expertise to the table when providing career counseling to our students that is unparalleled by standard career services offices. Students are encouraged to establish career mentoring relationships with College faculty. In addition, graduate students are assigned a faculty mentor when they enter the program and this relationship is designed to ensure that each graduate student has individualized guidance regarding their planned career path. This benefits our students since networking of a higher nature can occur when faculty members connect students with midlevel and senior professionals in their fields. Additionally, because of their own academic preparation, faculty are able to help students explore the possibility of pursuing additional training.

Finally, the high rate of employment of our recent alumni attests, in part, to their advanced skills in searching for and securing employment in the field of public health during an economically challenging time. **Table 4.4.B.1** illustrates where students can find specific career counseling.

TABLE 4.4.B.1: Location of Career Services and Counseling Available to MEZCOPH Students

UA Career Services	OSSAA	Faculty	
X	X		Career Fairs (Public Service and Health Industry)
	X	X	Networking
	X		Alumni Panels
X			Dress for Success Workshops
X			Mock Interview Workshops
X	X	X	Resume Writing & Review
X			Career Services E-Newsletter
	X		Public Health Jobs Listserv
	X		Subscriptions to Public Health Jobs Journal
	X		Website listings of public health positions available
	X		Public health career resource library

4.4.C. Information about student satisfaction with advising and career counseling services.

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. See **Table 4.4.C.1** – Graduate Student Satisfaction with Advising from Faculty; **Table 4.4.C.2** – Graduate Student Satisfaction with Advising and Support from the Office of Student Services and Alumni Affairs and **Table 4.4.C.3** – Undergraduate Student Satisfaction with Advising and Support from the Undergraduate Coordinator. Exit survey questions were on a scale of 1-5 with 1 being poor, 5 being excellent and NA being non-applicable.

TABLE 4.4.C.1: Graduate Student Satisfaction with Advising from Faculty (2009-2011)

Exit Survey Year and Number of Respondents↓	Academic Advising Provided by Faculty	Career Advising Provided by Faculty	Internship Committee Advising	Dissertation Advising
2009 (N=70)	3.79	3.36	3.97 (n=68)	No response
2010 (N=51)	3.86	3.39	3.94 (n=50)	3 (n=1)
2011 (N= 75)	3.50	3.98	4.09 (n=64)	4.14 (n=6)

TABLE 4.4.C.2: Graduate Student Satisfaction with Advising & Support from OSSAA (2009-2011)

Exit Survey Year and Number of Respondents↓	Office of Student Services and Alumni Affairs Student Support Activities	Career Services Advising Provided by OSSAA
2009 (N=70)	4.14	3.81
2010 (N=51)	4.19	3.44
2011 (N= 75)	4.05	3.43

TABLE 4.4.C.3: Undergraduate Student Satisfaction with Advising and Support from Undergraduate Coordinator from OSSAA (2009-2011)

Exit Survey Year and Number of Respondents↓	Academic Advising Provided by the Undergraduate Coordinator	Career Services Advising Provided by Undergraduate Advisor
2009 (N= 45)	4.81	3.78
2010 (N=15)	4.57	4.25
2011 (N= 19)	4.42	4.00

The exit survey instrument is found in **Appendix 4.4.C.1**; comments and suggestions about advising, as well as a full analysis of results from 2009-2012, are found in **Appendix 4.4.C.2**.

Ratings of and comments related to satisfaction with career advising and services received from both the faculty and the Office of Student Services show a perceived need for improvement, especially in the area of communicating opportunities. Students value the résumé workshops and made suggestions for improvement, including involving College alumni in career advising. Students rated the University of Arizona Career Services (included in **Appendix 4.4.C.1**.) lower than either the career advisement provided by faculty or OSSAA.

Based on the general advising strengths of the Office of Student Services and Alumni Affairs and the need for more focused faculty expertise on the MPH internships, the decision to centralize general advising in OSSAA was made this past year.

4.4.D. Description of the procedures by which students may communicate their concerns to school officials, including information about how these procedures are publicized and about the aggregate number of complaints and/or student grievances submitted for each of the last three years.

Students are encouraged to communicate their concerns to College officials through a number of mechanisms. These mechanisms are explained during New Student Orientation, published in student handbooks, and communicated through the student intranet.

First, 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. All students are welcome to attend Student Affairs Committee meetings. The Committee vets student concerns and suggests an appropriate course of action to resolve issues. The Assistant Dean communicates relevant Student Affairs concerns to the Dean's Council and other appropriate entities. The College administration's open door policy encourages students to express their concerns at any time. The Dean holds regular "Dialogue with the Dean" sessions for students to informally discuss issues related to their experience in their program and in the College. Students are encouraged to seek assistance from faculty and staff as necessary. Should a student experience an issue with a specific individual - staff, faculty member or a fellow student - the student is instructed to address the issue directly with that individual. If these attempts fail, students are encouraged to consult with the Assistant Dean of Student and Alumni Affairs who may work on the student's behalf to assist in resolving the issue. Finally, in disputes related to grading, the College has developed its own grade appeal process, which is found on the student intranet.

Beyond the College, the University of Arizona 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 University of Arizona 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.

4.4.E. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: MEZCOPH has effective advising services in place. Within the last year, MEZCOPH has adopted a centralized advising system for MPH students, and hired a doctoral/MS coordinator and an additional undergraduate academic advisor to enhance advising. The OSSAA, which provides centralized advising to MEZCOPH's graduate student population is comprised of professionals with over 75 years of student services experience. In recognition of their strengths, the OSSAA received the 2012 University of Arizona Outstanding Team Award.

The College's transition to centralized advising has resulted in greater faculty participation in the MPH Internship process and more time to mentor students in the areas they most request assistance from the faculty – namely choosing electives, internships and career mentoring. OSSAA utilized innovative strategies to reach students, including an online student portal, "The Hub," internship planning workshops and blogs.

Challenges: OSSAA is challenged to provide a wide array of services to a growing student body who has a variety of expectations about of student services (e.g., too many emails or not enough information) and often expects incredibly rapid replies specific to the individual situation.

Plans: MEZCOPH will continue to increase group advising activities for students. It is implementing a Human Subjects/Institutional Review Board workshop to be held two times a year. Additional advising materials will be developed as we add new programs. We will continue to monitor the growth of the academic programs and the number of students, and obtain additional resources for advising as the need increases.