

UNIT REPORT

College of Public Health & Health Professions -**02.Reviewer's Report – IE**

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College of Public Health & Health Professions

PHHP Mission

Mission Statement:

The mission of the College of Public Health and Health Professions is to shape tomorrow's public health and health professionals through dynamic and responsive educational programs, transformational research, groundbreaking discoveries, and equitable health-related service. Our collaborations within the college and beyond advance the breadth of knowledge, the quality of science and the attainment of professional distinction. A key focus of the University of Florida mission is to "enable our students to lead and influence the next generation and beyond for economic and cultural benefit." In addition, the University "aspires to advance by strengthening the human condition and improving the quality of life." The PHHP mission closely aligns with this by its goals to educate the next generation of leaders in public health and health care practice who will contribute to improved individual and community quality of life through education, groundbreaking discoveries affecting health, and provision of equitable health services.

Start: 07/01/2022**End:** 06/30/2023**Progress:** Ongoing**Unit/College:** College of Public Health & Health Professions**Responsible Roles:** Stephanie Hanson (shanson@ufl.edu)

Goal 1 Educational Programs

Goal:

Provide well rounded graduates recognized for critical thinking, science orientation, communication skills, interprofessional collaboration and leadership.

Action Items:

1. Enroll a strong and diverse student body.
2. Prepare students who are competitive in employment markets.

Measures of Action Items:

Action Item 1: Enroll a strong and diverse student body.

Measures:

- a) New student GPA. (The college has moved away from using GRE scores as a primary admission criteria and has adopted a more holistic admissions process)
- b) New students from underrepresented minority groups.

Action Item 2: Prepare students who are competitive in employment markets.

Measure:

- a) Percent of graduates who are employed in their professions within one year of graduation.

Time Period of Action Items:

Action 1: July 1, 2022- June 30, 2023

Action 2: July 1, 2022 - June 30, 2023

Resources of Action Items:

Action item 1: Enroll a strong and diverse student body.

Measure: a) New student GPA.

1a - 1. Recruitment efforts are key to enrolling strong students, one characteristic of which is a strong GPA. PPHP Program Directors and faculty actively contribute to effective recruitment through attendance at professional conferences and related events as well as through mentorship. In addition to faculty time, funds are expended at primary professional conferences to provide recruitment materials, and departmental funds are expended to support on site recruitment events.

1a - 2. The PPHP Program Directors serve as the primary point people for managing student inquiries, which also directly affects student interest in attending UF. The relevant academic coordinator also responds to inquiries, depending on type of information requested. For example, the coordinator might respond to questions regarding the application process whereas the program director might respond to questions about career options. This personnel time is part of routine faculty and staff effort.

1a - 3. PPHP admissions' committees consider GPA as one core component of a holistic applicant review.

1a - 4. The Program Directors are responsible for managing program data on entering student cohorts, including monitoring GPA data, which they provide to the Executive Associate Dean for this report.

Measure b) New students from underrepresented minority groups.

Resource:

1b - 1. Similar to 1a above, recruitment efforts are critical to enrolling a diverse student body. As noted above, Program Directors and faculty contribute to effective recruitment through attendance at professional conferences and related events that typically include participation of students from diverse backgrounds. Program faculty representatives and academic advisors also attend university sponsored events that encourage broad participation, such as recruitment fairs.

1b - 2. The PPHP Program Directors, along with the academic coordinators and advisors, are the primary point people managing student inquiries, as noted above. In addition, Program Directors may request that faculty matching students' interests and background reach out to applicants to address specific questions or participate in recruitment interviews. Faculty who are already mentoring students (e.g., research labs, teaching assistants) may also provide encouragement for students to pursue advanced study.

1b - 3 The Program Directors oversee demographic data of admitted cohorts. The College Application Developer Analyst has created a college-wide database that involves input from the academic Program Directors and UF data sources to provide a central location for demographic data that are used for this report.

Action Item 2: Prepare graduates who are competitive in employment markets.

Measure a) Percent of graduates who are employed in their professions within one year of graduation

Resource:

2a - 1. Program directors collect and compile employment data via exit surveys/interviews of graduating students. Most surveys are administered at the end of the spring term in an electronic format. A sample question from the Bachelor of Public Health Program qualtrics survey is: "Please select one of the below choices that best describes your plans after graduation." The BPH survey then provides the following categories from which students select: employed, fellow, volunteer, continuing education, not seeking employment or continuing education at this time, seeking employment or engaged in the job search process, or seeking but have not enrolled in a program of continuing education/training. This question was constructed based on data the college is required to annually report to the Council on Education for Public Health.

2a - 2. Responses to the employment questions are tallied by the program directors (and de-identified if needed). Summary results are then requested by the executive associate dean as part of annual effectiveness reporting.

It is important to note that, while not formally tracked, faculty routinely advise students on their job searches based on their knowledge and connections with colleagues and organizations. In addition, all PhD students complete an Individual Development Plan, which supports career development.

Results and Evaluation:

Results were reviewed and then presented by the Executive Associate Dean to the Dean, Associate Dean for Educational Affairs and Associate Dean for Research.

GPA: The entering GPA's across PPHP programs ranged from 3.40 to 3.83 as shown in the attached file below. Overall, all of our programs had entering cohort GPA's well above the minimum 3.0 recommended by the college and Graduate School.

New Students from Under-Represented Groups: The demographic data for our entering students are provided below and are based on data for 893 new enrollees. Compared to percentages reported last year, the racial and ethnic data were relatively stable, with a slight increase in new enrollment for students who indicated they were Latinx/Hispanic (19.9% vs. 18.5%), Black/African American (8.85% vs. 7.84%) and a slight decrease in new enrollment for students who indicated they were White/Non-Hispanic (49.50% vs. 52.37%), Asian (10.64% vs. 11.19%), or Multi-Ethnic (3.81% vs. 3.81%). There was a more notable increase in Foreign Nationals (6.16% vs. 3.96%), which might be attributed to lifting of COVID restrictions.

NEW STUDENT DATA FALL 2022

PHHP	Hispanic	AI/AN	Asian	Black/AA	Hawaiian/PI	White/ Non- Hispanic	2+Races	Race Unknown	Foreign National	Total #
Total #	178	0	95	79	0	442	34	10	55	893
Total %	19.93	0	10.64	08.85	0	49.50	03.81	01.12	06.16	100%

AI/AN = American Indian, Alaska Native; AA = African American; PI = Pacific Islander

Competitive In Employment: PHHP graduates who reported having secured employment or acceptance to advanced study on their academic program's exit survey ranged from 68.47% to 100%, with the majority well above 90%. This is shown in the attached file. Response rates are provided for programs when not all students responded. Not surprisingly, no graduating doctoral students reported plans for additional degree work. Almost all reported having secured employment or post-doctoral fellowships (95.7%-100%). Graduating master's students in communication sciences and disorders, health administration, and epidemiology were all employed and not pursuing additional education. The other master's programs had a mix of student outcomes between employment and advanced study. The MPH program had the lowest percentage of students employed or seeking advanced study at 68.47% but an additional 31 students (27.93% of the total) were actively seeking employment at the time of the survey. At the undergraduate level, the vast majority of students planned to attend graduate or professional school. However, for students in the Bachelor of Health Science program, 64% (based on 175 respondents) indicated they had not yet applied at the time of the survey. Seventy-two percent had been accepted based on 61 respondents. Almost 20% of this respondent group was still waiting on admissions decisions with the remaining students (8%, 5 students) having been denied. Overall, PHHP graduates reported high rates of successful post-graduation outcomes. However, because response rates for graduation employment outcomes were somewhat variable across the programs, this provides the college with an opportunity to explore potential steps to improve response consistency. In reviewing the BHS data, we also learned that the exit survey did not distinguish temporary employment prior to starting graduate/professional school from employment as a chosen career path. We plan to modify the exit survey to be consistent with accreditation questions that will assist with this distinction.

Action item 1: Enroll a strong and diverse student body.

1. The college will continue its support of holistic admissions processes to recruit high quality students. Consistent with a holistic admissions approach, the Doctor of Physical Therapy (DPT) faculty and the PhD in Rehabilitation Science (RSD) faculty voted this past year to discontinue use of the GRE as part of their admission criteria. The majority of top tier DPT and RSD programs had discontinued the GRE. The GRE has been shown to be a weak predictor of success on the National Physical Therapy Examination and to have a limited correlation with graduate school academic success. The college was notified of approval of the DPT request from the Associate Provost, Dr. Lindner, on 6/29/23 and the RSD request from the Graduate School Associate Dean for Academic Affairs, Dr. Kelleher, on 5/30/23. These changes take effect in Fall, 2024.
2. The college decided to take steps to strengthen the pathway for transfer students from state colleges to enter PHHP undergraduate programs. The college's Associate Dean for Educational Affairs held several meetings with Santa Fe College representatives this past year to discuss transfer student needs and support. These meetings will continue this year. The Associate Dean for Educational Affairs, in concert with the Dean, will also determine more specific resource needs the college requires to support increased transfer enrollment from across state colleges.

Action Item 2: Prepare students who are competitive in employment markets.

Our students are highly competitive in the job market and in receiving admission to advanced degree programs. Although outreach will continue, specificity of questions and response rates to exit surveys inquiring about post-graduation employment remain a challenge in specific programs. Therefore, it was decided to create a forum for additional strategic planning in this area to include relevant deans and program directors. Initial ideas include, but are not limited to:

1. Evaluate the distribution (e.g. timing, format) of the exit survey across similar programs to determine any patterns regarding response rates.
2. Discuss the possibility of requiring exit surveys in programs with very low response rates. Not all programs currently require completion of the exit survey but data from this type of survey are required for college accreditation.
3. Review survey questions for specific alignment with employment data for accreditation.

Attached Files

ATTACHMENTS:

UNIT GOALS CONNECTED TO UNIVERSITY GOALS

RELATED ITEM LEVEL 1

Goal 2 An outstanding and accessible education that prepares students for work, citizenship and life.

Goal:

An outstanding and accessible education that prepares students for work, citizenship and life.

Objective:

Four objectives are associated with this goal.

- Objective 1. A high quality, widely recognized, financially accessible undergraduate, graduate and professional education and experience.

- Objective 2. Services that are accessible and available in a timely fashion that support student health, development, and well-being, thereby improving their academic and personal growth and success.
- Objective 3. Academic programs that promote effective and accessible learning through innovation.
- Objective 4. High quality student-faculty interactions in mentored research.

Goal 2 Research

Goal:

Conduct and disseminate the results of high impact research designed to improve individual, community and population health.

Action Items:

1. Increase number of peer-reviewed publications.
2. Increase external support for research endeavors.
3. Generate greater public awareness of research projects and findings (e.g., media attention, presentations)

Measures of Action Items:

Action Item 1: Increase number of peer-reviewed publications.

1a) Number of peer-reviewed publications from faculty members.

Action Item 2: Increase external support for research endeavors.

2a) Maintain research grant and contract funding at >\$28 million.

Action Item 3: Generate greater public awareness of research projects and findings (e.g., media attention, presentations, etc.).

3a) Number of faculty professional presentations given.

3b) Number of news media/public service announcements related to discoveries released.

Time Period of Action Items:

Action 1: July 1, 2022 - June 30, 2023

Action 2: July 1, 2022 - June 30, 2023

Action 3: July 1, 2022 - June 30, 2023

Resources of Action Items:

Action Item 1. Increase number of peer-reviewed publications.

Measure:

a) Number of peer-reviewed publications from faculty members.

Resource of Action Item

The PHHP Faculty Activity Report (FAR) Database provides information on faculty publications. The FAR is a college-created system used in annual faculty evaluation occurring each summer and is overseen by the Executive Director of Administration. Publications are automatically uploaded to the FAR from the faculty member's UF health directory profile, which the faculty member can update at any point. The PHHP application developer analyst then runs a report based on FAR data across all faculty to generate number of peer-reviewed publications.

Action Item 2. Increase external support for research endeavors.

Measure:

a) Maintain research grant and contract funding at > \$28 million.

Resource of Action Item

The UF Division of Sponsored Programs database provides information on the performance toward this goal. These data are then made available on an annual basis for this report by the PHHP Director of Research Administration.

Action Item 3. Generate greater public awareness of research projects and findings (e.g. media attention, presentations, etc.).

Measures:

a) Number of faculty professional presentations given.

Resource of Action Item

The PPHP Faculty Activity Report (FAR) database includes a section on professional presentations. Professional presentations are automatically uploaded to the FAR from the faculty member's UF health directory profile. The PPHP Application Developer Analyst then runs a report based on FAR data across all faculty to generate number of faculty presentations.

b) Number of news media/public service announcements related to discoveries released.

Resource of Action Item

The PPHP Communications Director database provides information on media coverage. The Director tracks number of stories produced on faculty and student research as well as media hits generated by faculty based on their areas of expertise.

Results and Evaluation:

The results were reviewed by the Executive Associate Dean and then shared with the Dean, Associate Dean for Research, and Associate Dean for Educational Affairs.

Action Item 1. Increase number of peer-reviewed publications.

Result: The number of peer-reviewed publications increased slightly from 898 to 906. It is possible this is an under-representation of productivity given this is the first year the college has used the UF Health Directory Profile as a basis for publication counts and faculty may not have updated their profiles..

Action Item 2. Increase external support for research endeavors.

Result: Research grant and contract funding substantially increased this year to \$54.9 million from \$44.6 million, which represents a 23% increase. This includes \$21.8 million in new awards.

Action Item 3. Generate greater public awareness of research projects and findings (e.g. media attention, presentations, etc.).

Result 1.a) Number of faculty professional presentations given: The number of faculty professional presentations decreased to 563 from 799. This is a significant decrease from last year. However, we similarly observed a decrease in media coverage as noted below. That drop was linked to fewer inquiries regarding COVID, and we speculate that the drop in presentations is related to having fewer COVID-related presentations coupled with a change in the reporting system for presentations.

Result 1.b) Number of news media/public service announcements related to discoveries released: There were 63 UF-generated stories featuring research by our faculty and students this past year. In addition, there were 3,668 media hits generated from faculty interviews based upon their research expertise.

Evaluation: The college continued to increase its external funding and at this point has exceeded the funding measure by almost 100%, warranting a re-evaluation of the relevance of this target. This past year's increase reflected increased emphasis on grant submission at varied funding levels as well as more focused attention on support for less experienced faculty in the grant submission process in addition to restructuring in the research administrative area. We decided to continue this approach next year, particularly with focused attention on grant submission activities.

The faculty continued to disseminate research findings and other information related to their expertise at a high level. They also made findings available for both professional and public audiences. However, there was a significant decrease in reported presentations. For this past year's data collection, the college transitioned to use of the UF Health Directory Profile system. While this system is designed to capture both publications and presentations, it is likely that faculty were less inclined to enter presentation data, particularly right before the relatively short time window that the FAR was open. The number of media hits was lower in 2022-2023 compared to 2021-2022 although still significant for the number of faculty in the college. In 2021-2022, our faculty experts were highly engaged with the media related to COVID-19. For example, one faculty member alone generated 840 media hits. This has now subsided. This past year, the college hired a director of strategic communications and marketing to further develop messaging and exposure of college activities to broader professional and public audiences. This individual has also joined the weekly college leadership team meetings, which contributes to strategic discussions on media coverage. Therefore, we anticipate an increase in dissemination of faculty work next year.

ATTACHMENTS:

UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

RELATED ITEM LEVEL 1

Goal 4 Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens.

Goal:

Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens.

Objective:

Four objectives are associated with this goal.

- Objective 1. Documented advances in productivity and recognition of UF research programs.
- Objective 2. Exceptional graduate and postdoctoral scholars who will contribute to influential research and scholarship.
- Objective 3. Increased extramural and intramural funding that enhance both basic and translational research.

- Objective 4. Processes and systems that facilitate excellence in research and scholarship.

Goal 3 Service

Goal: Demonstrate leadership in shaping policy, practice and the agenda for the professions.

Action Items:

1. Foster faculty leadership contributions to professional and governmental agencies and associations.
2. Provide educational programs that meet workforce development needs

Measures of Action Items:

Action item 1. Foster faculty leadership contributions to professional and governmental agencies and associations.

Measure:

a) Number of faculty in leadership positions in professional and governmental agencies and associations, including service on research study sections and membership on committees.

Action Item 2: Provide educational programs that meet workforce development needs.

Measure:

a) Number of enrollees in PPHP certificate programs.

Time Period of Action Items:

Action 1: July 1, 2022 - June 30, 2023

Action 2: July 1, 2022 - June 30, 2023

Resources of Action Items:

Action Item 1. Foster faculty leadership contributions to professional and governmental agencies and associations

Measure:

a) Number of faculty in leadership positions in professional and governmental agencies and associations, including service on research study sections and membership on committees.

Resource of Action Item

PPHP Faculty Activity Report database. Faculty are asked to indicate their involvement in leadership positions, including public service and external professional service. Professional service is categorized by major areas, including editorial activities, peer review/study section activities, publications reviewer, professional credentialing (i.e., evaluator/reviewer, examiner, other), general professional service, and other.

Action Item 2. Provide educational programs that meet workforce development needs.

Measure:

a) Number of enrollees in PPHP certificate programs.

Resource of Action Item

The Associate Dean for Educational Affairs tracks certificate enrollment across programs. These data are compiled by the Associate Dean as part of a PPHP student database and provided to the Executive Associate Dean for this report.

Results and Evaluation:

The results were reviewed by the Executive Associate Dean and shared with the Dean, Associate Dean for Educational Affairs and Associate Dean for Research.

Action Item 1. Foster faculty leadership contributions to professional and governmental agencies and associations

Result: The number of faculty who reported leadership positions in professional and governmental agencies and associations is similar to last year at 85 (88 last year). This represents almost half the faculty. The number of activities in which they were engaged was 190. In addition, faculty indicated participating in 163 general professional service activities not captured by the categories of editorial activities, peer review/study section activities, publications reviewer, professional credentialing. This category was open-ended so we were unable to identify specific activities that fell into this category that might differentiate them from the other categories used.

Action Item 2. Provide educational programs that meet workforce development needs.

Result: The total number of enrollees across the 8 PPHP certificate programs was 92 compared with 83 last year. This increase can primarily be attributed to the addition of a new certificate entitled AI In Public Health and Healthcare.

Evaluation: Our faculty contributed to service activities at a high rate. Almost half the faculty served in at least one professional leadership role this past year, ranging from presidents of professional organizations to journal editors. By changing the structure of the FAR this past year and adding more specific categories, we believe we more effectively captured our faculty's professional leadership service and better understood the types of contributions being made across the college. Going forward we decided to delineate specific choices for the general professional service rather than leaving that category open ended to assist us in better understanding the type of professional services faculty include in this category. This will help facilitate improvements in data collection.

Overall certificate program numbers increased, but further examination showed great variability, with enrollments ranging from 0 to 47. Two of our programs have been suspended for the last two years with no recruitment activity (forensic vocational management; geriatric care management) and two other programs grew very slowly and may require more active marketing (global health and one health). We determined that we need to evaluate our low enrollment certificates this year.

Our strongest certificate to date has been the public health certificate, which has maintained adequate enrollment over time. Part of the reason for its success is that it serves as a starting point for individuals considering the Master of Public Health degree who are not sure about the larger investment of time and money. We also added one new undergraduate certificate program in the exciting new area of artificial intelligence; it was successfully launched this past fall with 8 students.

ATTACHMENTS:

UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

RELATED ITEM LEVEL 1

Goal 3 Faculty recognized as preeminent by their students and peers.

Goal:

Faculty recognized as preeminent by their students and peers.

Objective:

Five objectives are associated with this goal.

- Objective 1. An increased number of faculty recognized by distinguished awards, fellowships, and memberships.
- Objective 2. An increased number of high-impact scholarly publications and creative works.
- Objective 3. An increased professional and public visibility of UF faculty.
- Objective 4. An increased faculty participation in professional service and leadership.
- Objective 5. A nurturing and invigorating academic and professional environment for all faculty across the research, teaching, and service missions of the university.

PHHP IE Detail

Providing Department: College of Public Health & Health Professions

Administrative Support Services:

The college has a mix of administrative services personnel at the college and departmental levels that provide support for the three missions. Reporting structures are in place at departmental and college levels to monitor effectiveness. The Executive Director who manages administrative operations and reports to the Dean, oversees central services in information technology, finances, and human resources. Each area has one or more supervisors (who report to the Executive Director) ensuring adequate performance of staff within their assigned duties. Space planning is also coordinated by the Executive Director. Central support staff for grant activities are supervised by the Director of Research Administration, who reports to the Executive Director and Associate Dean for Research. Development, communications and marketing activities are overseen by specific directors, who report to the Dean. Departmental operations are overseen by each chair. All operations are conducted in cooperation with other relevant university units, such as Human Resources and Facilities Planning, as needed.

Administrative support services provided at the college level include:

- Finance and human resources
- Communications and marketing
- Development
- Research, statistical, and grant support
- Information technology
- Clerical and reception

Administrative support services at the department level include:

- Fiscal and human resources
- Clerical and reception
- Students affairs

Monitoring and Modifying Administrative Support Services

Quarterly evaluations are conducted by the supervisor of each support service employee. The supervisor and employee meet to review performance, success in meeting goals, and negotiation of continuing/new goals. Each associate dean served by central staff also has the opportunity to provide input on staff performance during the quarterly evaluation process. A professional development plan is created as needed for skill development or performance remediation. The evaluations are documented using the University Performance Appraisal System (UF Engaged), and are reviewed by the supervisors.

Beyond assessment of individual effectiveness, there are specific opportunities for feedback about operations. In particular, the Executive Director holds a regular meeting with departmental Business Managers. This meeting serves as a venue to communicate and discuss policy and procedure changes, general informational items, and to problem solve issues of concern identified centrally or locally. In addition, the college has a Staff Council where concerns and professional development opportunities are discussed and coordinated. The Chairs have monthly meetings with the Dean and have the opportunity to raise staff needs/issues in this forum. Strategic conversations are also held with the leadership team on a weekly basis, which provides another venue to determine whether additional administrative service resources are needed to support the college and program missions and/or whether procedural changes are warranted. Finally, graduating students and alumni are surveyed about their academic program experience. These surveys include questions about staff resources and are done on an annual basis.

Academic and Student Support Services:

- Academic and student support services provided at the college level include:
 - Professional academic advisors
 - Faculty advisors and instructional design support
 - Administrative support for admission and registration
 - Faculty and staff support for student organizations
- Academic and student support services provided on the program level include:
 - Faculty advisors
 - Clinical fieldwork placements and advising
 - Administrative support for reception, admission, registration, and ongoing academic needs
 - Financial aid reporting
 - Faculty and staff support for student organization
-
- **Monitoring and Modifying Academic and Support Services**
- The majority of academic programs in PPHP have discipline-specific accrediting bodies which require periodic review of different types of services as well as annual reporting. This is also true for the college as a whole, which is accredited by the Council on Education for Public Health. Recent graduates are surveyed to provide feedback on a wide variety of academically related services, such as faculty and staff availability and advising as well as curricular effectiveness. This feedback is useful in evaluating both curricular needs and support services. Data from student feedback surveys on advising provide evaluative information on performance. Complaints and suggestions based on this feedback are evaluated for action by the college (typically the Associate Dean for Educational Affairs) or the department unit in consultation with the Associate Dean for Educational Affairs and Executive Associate Dean as needed. Data are used to make decisions regarding assignments, scheduling, resource allotment, and professional and service development.

Yearly evaluations are conducted by the supervisor of each support service employee and faculty member. The supervisor or department chair and employee meet yearly to review performance, success in meeting annual goals and negotiation of goals for the coming year. The evaluations are documented using University reporting procedures, and are reviewed and signed as required by UF policy.

At the College level, we collect a variety of support service data to use in making decisions regarding service modifications. Each academic program (Program Director) monitors student advising and progress associated with student professional development needs. At the undergraduate level, students use of the Student Services Center is tracked, including the number of students seen by each Advisor, the times (by day and week), and the primary and secondary reasons students access advising, such as registration, schedule modifications, academic planning etc. Students are surveyed about satisfaction with use of the Center. The Associate Dean for Educational Affairs reviews these data with the Academic Advisors. In the graduate and professional programs, each Program Director monitors quality of student services relevant to the program and its accreditation needs (through graduate surveys, exit interviews). Program data are reviewed by program directors on an annual basis to make adjustments as indicated to improve the student experience.

The college maintains a database of student clinical affiliation agreements. Each discipline coordinator oversees field placement for our students. In particular, the number of agreements, type of rotations, and number of students placed at each location are maintained. If the number of placements falls below the number of needed sites based on the number of students enrolled, then modifications are made to acquire a greater number or type of sites (e.g. acute care, rehabilitation). Because clinical affiliations are critical, we tend to oversubscribe number of settings such that we have placement options available.

Numbers of students served by the financial aid officer is maintained by University Student Financial Affairs. The Director of Student Financial Affairs reviews these data and determines service personnel changes in consultation with the Associate Deans in Pharmacy, Nursing, and PPHP, who share financial aid services in the HPNP (Health Professions, Nursing, Pharmacy) Student Services Center.

Research:

Research is a core mission of the College and is the primary function of Goal II. As a college, we have an Office of Research that coordinates intramural pilot funding opportunities (PHHP Research Innovation Fund), coordinates reviews of extramural faculty grants (PHHP Grant/Aims Review), coordinates centralized research dissemination activities (Research Day, seminars, etc.) and administers 6 research focused training modules to all new PHHP faculty as part of our PHHP Faculty Academy (an 18 module series aimed at training all new faculty in research, teaching, and mentorship). We also maintain a College Research Committee comprised of faculty and students across all PHHP departments. This committee is advisory to college leadership and works to assist in coordinating research efforts across the college, provide feedback on existing and needed research processes and resources within the college, and assist with review of university-wide intramural research opportunities (pilot programs, faculty enhancement programs, etc.). We also maintain a centrally managed Grants Administration Core. The core includes 16 full-time staff charged with supporting the pre-award process via assistance with research budgeting and submission processes for funded research opportunities. Their specific responsibilities also include post-award procurement activities, distribution of salaries, account reconciliation, and effort commitment.

Additional Support Activities

Specific activities in which the College engages in support of the College research include:

- All first-year faculty at the assistant professor level attend our year-long 18-module PHHP Faculty Academy, which includes 6 modules aimed at establishing a trajectory for success in research, teaching, and mentorship
- Early career faculty members are assigned a mentorship committee to provide guidance in the initiation and the development of their programs of research.
- Early career faculty members in the tenure track are provided with assigned time (25% minimum) for departmental research (i.e., unfunded by external sponsors).
- The College provides tenure-track early career faculty members with laboratory space to conduct research activities, according to the needs of their research programs.
- The College provides an ongoing Grants/Aims Review portal administered by the Associate Dean for Research (ADR). Faculty submit their grant/aims to the portal and receive feedback from 3 senior faculty members handpicked by the ADR within 10 business days. The faculty member then meets one-on-one with the ADR to strategize best approaches for integrating the feedback and improving the grants funding success.
- The College provides intramural pilot/feasibility funding to facilitate grant success. The Research Innovation Fund (RIF), administered by the ADR, was created to be an agile and easy-to-access funding source to strategically improve the funding success of PHHP faculty. The RIF provides up to \$25,000 in funding within 30 days of application. Proposals are competitively reviewed by 3 topic relevant senior faculty members. The RIF funds up to 8 awards per fiscal year.
- The College provides for consultation with outside experts to review grant applications prior to their submission to external agencies. Outside experts are provided a \$500 consulting fee to provide written reviews of grant proposals.
- The College ensures that all faculty, staff, and students complete the rigorous training offered at the University-level related to the proper conduct of research. Certification of training completion (and renewal) are maintained in each department and reviewed on an annual basis.

All grant proposals that involve PHHP faculty or students are reviewed and approved at three levels prior to their submission to external agencies. This includes approval by the Department Chair, the College Grants Administration Core, and the University Division of Sponsored Programs. In addition, faculty can take advantage of internal grant proposal review opportunities for specific topical areas.

Monitoring and Assessing Research Activities

Specific outcome measures (e.g., grant submissions, funding, publications) have been selected to monitor research, and progress towards these goals is monitored by the Dean, Associate Dean for Research, and the Department Chair.

All tenure-track faculty of the College are expected to engage in research and scholarly activities aimed at advancing knowledge that will enhance human health and well-being. The research expectations and progress of tenured and tenure track faculty are reviewed yearly as part of the annual faculty evaluation.

Community and clinical research data are reported to and evaluated yearly by the Senior Vice-President for Health Affairs. Any actions by these offices are incorporated into plans by the College and the individual departments.

As part of annual monitoring, the College collects data on the total number of research submissions, and the total number and amount of new and existing grant awards. These data are produced by the Grants Administration Core and Executive Director of Administrative Operations in consultation with the Associate Dean for Research; they are reviewed by the associate deans and dean to determine if the trajectory of funding is on target. If concerns arise, strategic conversations are held with the leadership team to determine whether additional steps or resources are needed to enhance research operations.

Community and Public Service:**Monitoring and Encouraging Service**

Service is a core component of the mission of the College of Public Health and Health Professions. It is at the core of Goal III. The mission of the College has always focused on improving health through research, education, and service. Within that context, deans and department chairs support and encourage a variety of service projects, some of which are carried out by individual students or faculty; others are organized by departments, programs, or student organizations for group participation. For example, many of our clinical students provide services at the Equal Access Clinic, which provides health care services to county residents who are under or uninsured.

The college Faculty Activity Reporting (FAR) system captures faculty professional and community service activities. Faculty directly input these data into the FAR on an annual basis. They are asked to report service activities to the university, their professional organization and relevant community engagement. These data are organized by the college application developer analyst and accessible each fall after FAR closes. Examples of community service are also catalogued as part of the college CEPH accreditation self-study. The self-study is required every 7 years (last completed in 2021). These data are reviewed with the chairs, associate deans and dean to determine if Goal III is being met. If concerns arise, strategic conversations are held with the leadership team (e.g., including deans, specific directors, and chairs) to determine whether additional steps or resources are needed towards community and public service.

The college has a few endowed and non-endowed student scholarships that include volunteerism and/or community service as a selection criteria. The Financial Aid and Scholarship Committee reviews and recommends student nominees to the dean. Awards commonly range from \$500 to \$1000. Students selected typically receive these college awards in the spring. The college also currently supports the local chapter of Delta Omega, the public health honor society. The college sponsors the organization, which includes service activities, such as street clean-ups and book and diaper drives. Similarly, several departments have University Sponsored Student Organizations involved in service. Finally, the Bachelor of Public Health program requires a service learning opportunity as part of graduation requirements.

Effectiveness Oversight:

The evaluation of College effectiveness is implemented on several levels. The Dean is ultimately responsible for each unit's effectiveness within the College of Public Health and Health Professions. The Dean delegates authority and accountability of specific college areas and activities to relevant associate deans and directors and relies on a committee structure for specific operations support (e.g., scholarship selection, promotion and tenure). The dean holds regular meetings (weekly to monthly) with college leadership (i.e., associate deans, administrative directors, chairs), who serve as advisors to the Dean regarding effectiveness of processes. This past year, discussions resulted in the implementation of a remote work policy and updates to the annual reporting system (FAR). Each Department Chair oversees the performance of faculty, staff and students in their department. Academic Program Directors, who report to the Chair, oversee data collection and evaluation of each relevant degree program. These results are shared with the Program Faculty and Chair. (The Associate Dean for Educational Affairs receives data on our interdisciplinary programs.) Each department has an administrative structure that includes committees with oversight of specific areas (e.g., Curriculum Committee; Student Progression Committee) and routine meetings with faculty and/or staff. Most departments also have advisory boards that provide guidance on topics such as program focus and employment needs compared to student preparation. Revisions and modifications to academic programs are implemented by the Program Director with the support of the faculty and overseen by the Chair and academic deans.

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Institutional Effectiveness Report Complete: true

XResponsible Roles:

PHHP Actions for Improvement

Unit/College Actions for Improvement :

The leadership team recommended the following:

1. Goal 1: To facilitate collection of required accreditation data regarding employment, the Executive Associate dean, Program Directors and Associate Dean for Educational Affairs plan to discuss strategies to increase response rates either through revised exit survey processes and/or through consideration of other avenues for data collection. Agreed upon strategies will be piloted for Spring, 2024 data collection.
2. Goal 2:
 1. We will discuss removal of specific research targets and peer-reviewed publications as measures in the research area.
 2. Although a decrease in media coverage related to public awareness of research findings was anticipated given fewer COVID-related inquiries, the college had planned to and successfully hired a director of strategic communications and marketing this past year. She will be working with the college's director of communications and faculty to increase media coverage of faculty work.
3. Goal 3:
 1. We plan to revise the FAR section used to determine faculty involvement in leadership. Specifically, we recommended that the FAR professional service category be modified from an open ended response section to a series of choices. The changes made will support identification of faculty in leadership roles in their professional organizations (such as officer or committee chair), allowing for more comprehensive and accurate data. The Executive Associate Dean and Application Developer Analyst will work together to complete this task.
 2. We plan to review zero enrollment and low enrollment certificate programs to determine next steps regarding potential sustainability. In particular, we plan to look at marketing and clarity of missions. The Certificate Program Coordinators, the Director of Strategic Communications and Marketing, and the Executive Associate Dean will be involved in this task in consultation with the Dean and Associate Dean for Educational Affairs.
 1. We have decided to sunset the Forensic Vocational Rehabilitation certificate, and a request has been submitted to the Graduate School via the UF academic approval system for termination review.
4. Across Goals: The leadership team recommended a review of current goals, which could potentially affect the type of data collected referenced above. This review will be initiated this year and involve a small group of leaders to be determined.

XResponsible Roles: