

**1.7 Faculty and Other Resources.** The program shall have personnel and other resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

- a. **A concise statement or chart defining the number (headcount) of primary faculty employed by the program for each of the last three years, organized by concentration. See CEPH Data Template 1.7.1.**

Table 1.7.1 Headcount of Primary Faculty			
	2014	2015	2016
<b>Generalist track</b>	<b>11</b>	<b>11</b>	<b>13</b>

The program has two classifications for faculty: regular and adjunct. Regular faculty fulfill teaching and service responsibilities to the program. Newly appointed faculty may attain a regular appointment based on projected participation to the program (thus their contribution to the program may be 0% when they are first appointed). If they do not fulfill the expectations of a “regular” faculty, their appointment may be designated “adjunct” or they may not be re-appointed at the next appointment cycle. For purposes of accreditation, the program considers the “primary” faculty those who have full-time university appointments and teach core or generalist track courses or serve as university program coordinators.

- b. **A table delineating the number of faculty, students and SFRs, organized by concentration, 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, b) FTE conversion of faculty based on % time devoted to public health instruction, research and service, c) headcount of other faculty involved in the program (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 eight 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 programs must provide data for a), b) and i) and may provide data for c), d) and j) depending on whether the program 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 program 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 4.2.2).**

	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
<b>2013-2014</b>										
<b>Generalist</b>	11	5.84	46	3.31	57	9.15	91	38***	6.5	4.2
<b>2014-2015</b>										
<b>Generalist</b>	11	5.59	46	2.82	57	8.57	84	40.2	7.2	4.7
<b>2015-2016</b>										
<b>Generalist</b>	13	6.0	43	2.08	56	8.08*	74	**	**	**

\*Since academic year 2015-2016 is not yet complete, we have not compiled the research/service time allotted, so the FTE is an underestimate at this time.

\*\*We will have the total credit hours for students after June 2016.

\*\*\*FTE student is calculated by dividing total spring and fall credit hours by 9 credit hours (for a full-time student) and averaging spring and fall hours.

**c. A concise statement or chart concerning the headcount and FTE of non-faculty, non-student personnel (administration and staff) who support the program.**

The central office is supported by a 0.5 FTE administrative assistant and 1.0 FTE program coordinator. Susan Bradford assists on The University of Akron campus at 0.15 FTE. Adrienne Price assists at Ohio University at 0.10 FTE.

Others support CEOMPH as well. Each university provides 1-2 distance learning technologists and assistants (some are students), who support classroom connections on Saturdays. The admissions personnel and international offices provide GPAs, transcript interpretation, and answer questions about university admissions policies.

**d. Description of the space available to the program for various purposes (offices, classrooms, common space for student use, etc.), by location.**

Each partner institution is committed to providing capital resources to support the operation of the program. This includes dedicated office space to program faculty and staff, classroom and meeting space, and common space for student use.

*Offices*—full-time faculty have an office and computer linked to the institution's server. All staff also have computers. Staff in the MPH office each have an office with a door.

*Classroom space*—Each campus has classroom space for interactive videoconferencing. The following rooms are used on most Saturdays: Leigh Hall room #214 (UA), Rhodes Tower #813 (CSU), Tupper Hall #302 (OU), Cushwa Hall #3140. The universities also have alternate videoconferencing rooms in case the connection fails. When students gather in one place for class, rooms at NEOMED are generally used: Read Distance Education Center (in the library) for computer laboratory work and connections with OU; NEOMED Education and Wellness Center (NEW Center) Auditorium and atrium (for presentation and posters). The NEW Center offers

177,000 square feet of space for meetings and events. The program uses some of the smaller classrooms for classes and student presentations.

*Common space*—Each of the universities have student unions and libraries for student dining and gathering. Each of the buildings that students have class also has sitting areas where they can have lunch and socialize.

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

While the program does not use research laboratory space in the conduct of classroom activities, students may approach faculty members to collaborate on research involving the use of laboratory facilities maintained by the individual universities.

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

The University of Akron has five computer labs. Three of them have both SPSS and SAS statistical software.

Cleveland State University has five computer labs available to CEOMPH students. All labs have both R and SPSS/PSAW statistical software available, while three also have SAS.

The Northeastern Ohio Medical University's Oliver Ocasek Regional Medical Information Center, has 20 public computer stations. The building is equipped with multiple smart rooms for student use.

Ohio University has almost eight hundred computers on campus. Over five hundred of those computers are in computer labs or public spaces. There are ten instructional labs, two open computer labs, and public access stations in areas across the OUC campus, as well as and semiprivate group collaboration rooms. The library computers have the following statistical software available for students: SAS, SPSS, S- Plus and Statista available for students.

Although Youngstown State University has a number of computer labs, one lab is restricted to Bitonte College of Health and Human Service Majors only. This includes CEOMPH students. SPSS version 10 is available in this lab.

**b. A concise description of library capacity to provide digital (electronic) content, access mechanisms, training opportunities and document-delivery services description.**

The University of Akron has both a general academic library (Bierce Library) and a Science and Technology Library. Bierce Library opened in its present four-story facility on Buchtel Common in 1973. Within this library are resources and services that support the humanities, fine and applied arts, social sciences, and business. Amenities such as a coffee shop, group project areas, viewing and listening carrels, and private study rooms provide an atmosphere conducive to learning. The Science and Technology Library was renovated and expanded in 2003. It is conveniently located at 104 Auburn close to the academic disciplines its collections and services support, such as pure and applied sciences, engineering, nursing and allied health fields, and

polymer science and polymer engineering. The library includes the holdings and papers of the Rubber Division of the American Chemical Society. Group project rooms and comfortable lounge furniture in designated quiet areas provide a sound study environment.

The Michael Schwartz Library on the campus of Cleveland State University has more than 900,000 books, journals, recordings and other media. Access to electronic resources, including the web, is available at more than 100 PCs within the Library. Additionally, on-demand access to over 29,000 journal titles is available from the Library PCs as well as from faculty and students' home computers. Borrowing privileges for books is available from 85 Ohio LINK libraries.

The Northeast Ohio Medical University's (NEOMED) Oliver Ocasek Regional Medical Information Center (OORMIC) advances learning and discovery by providing expertise, up-to-date information resources, and an environment of collaboration and community. Library programs and resources support the missions of the university and the Colleges of Medicine, Pharmacy, and Graduate Studies. An information commons and a large, quiet study area, available 24/7, as well as the Gerald H. and Victoria C. T. Read Distance Education Center are housed within OORMIC. The library is a 30,000 square foot facility with wireless access. The Library is staffed 72 hours per week during the academic year. It maintains a local affiliation with 7 hospital libraries and has access to many medically related materials through this affiliation. NEOMED is also a member of OhioLINK. OhioLINK is a consortium that provides NEOMED students access to the collections of 121 academic libraries across the state of Ohio. This consortium allows students to use 150 electronic research databases, millions of electronic journal articles across a variety of disciplines and over 100,000 ebooks. The combination of these two collections is further enhanced by access to WorldCAT which allows resources to be located for users from across the world. An information commons and a large, quiet study area, available 24/7, as well as the Gerald H. and Victoria C. T. Read Distance Education Center are housed within OORMIC. The library is a 30,000 square foot facility with wireless access. Alden Library at Ohio University has ample individual and group study space available on its seven floors. Alden is equipped with over 350 computers that provide access to the library's resources together with a variety of software tools. The collections of the Ohio University Libraries include more than 3.3 million print and electronic volumes, 57,000 current serials, 38,000 videos (DVD, VHS, Streaming, etc.), and an extensive special collection, which includes: digital collections, archives, microfilm, and specialized material. The library's journal holdings include over 27,000 electronic journals, with major scientific publishers especially well-represented in these digital collections. Over 12,000 of the library's titles are directly related to public health, with tens of thousands more volumes in related areas of the health sciences, general sciences, and social sciences. The electronic book collections are also growing; in addition to a large collection of online reference titles, the Libraries now routinely acquires most Springer books in digital form. As with the other consortium libraries, students, faculty, and staff have easy access to vast resources through OhioLINK, a statewide academic library consortium with combined holdings of nearly 50 million books and other library materials.

The William F. Maag Library at Youngstown State University is open to the public, with the exception of the computer lab which is restricted to current YSU students, faculty and staff. With some exceptions, anyone may search their library catalog, [MaagNET](#), or the [OhioLINK Central Catalog](#) from anywhere. Maag Library provides comprehensive information services as well as access to information in print, analog, micro and digital formats. A professional staff provides in-depth assistance in a wide variety of disciplines. The library houses contemporary computer workstations, connected to a high-speed network, located throughout the building. It also houses

a general-purpose productivity computer lab that is open to faculty and students. Moreover, laptop computers with wireless network connections can be checked out for use anywhere in the library. In addition, any YSU faculty, staff or student with a wireless device is able to connect to the Maag wireless hubs.

<b>Category of Holdings</b>	<b>The University of Akron</b>	<b>Cleveland State University</b>	<b>NEOMED</b>	<b>Ohio University</b>	<b>Youngstown State University</b>
Bound Volumes	1,323,140	1,803,843	3,694	3,300,003 (includes e-books)	856,135
E-Books	449,783	38,822	5,512		1,200
Government Documents	(Included in bound volume count and micro holdings}	0	0	167,659	85,000
Journals/periodical subscriptions	Physical titles – 24,501 e-journal titles – 79,618	Physical titles - 141 e-journal titles - 57,882	Physical titles – e-journals titles – 8,593	27,000	945
On-line Databases	389	772	115	650	180
Microfilm holdings	141,133	725,281	0	441,322	1,236,451
Audio-Visual recordings	19,880 titles 28,058 items	38,822	915	38,000	37,659

**h. A concise statement of any other resources not mentioned above, if applicable.**

The program is fortunate to be in an area rich in community resources. Students can engage in opportunities at the state and local health departments, non-profit organizations, hospitals, clinics, and businesses. Since the program emphasizes practice, these resources are valuable for student placement. The community has been generous in allowing our students to spend time at their agencies.

In addition, the program uses technology to facilitate learning and program operations. Because students are from five different campuses across eastern Ohio, interactive videoconferencing rooms are used to connect students for core courses. AdobeConnect is used extensively for meetings and presentations; it has also been used for tutoring. Summer core courses use this webinar format rather than the videoconferencing rooms. The University of Akron allows the program to use its content management system, Springboard (proprietary name is Desire2Learn), to house all of the required courses; students are all registered on this system for these courses. Springboard is integrated with UA's e-reserve system, so any copyrighted materials can be used after permission is obtained and posted in the pertinent course.

**i. Identification of measurable objectives through which the program assesses the adequacy of its resources, along with data regarding the program's performance against those measures for each of the last three years. See CEPH Outcome Measures Template.**

Table 1.7.i. Outcome Measures for Adequacy of Resources				
Outcome Measure	Target	2013-2014	2014-2015	2015-2016
<b>1. F.</b> Each academic year, expenditures per FTE student at a sufficient level.	<b>Target:</b> Expenditures are at least \$7,500 per FTE student.	\$578,747/91= \$6,360 NOT ACHIEVED	\$813,830/84= \$9,688 ACHIEVED	\$803,584/74= \$10,859 ACHIEVED
<b>Objective D:</b> Each academic year, research dollars per primary FTE tenure-line faculty will increase by 5%. (REVISED)	Research dollars per primary FTE tenure-line faculty increases by 5%.	Compiling	Compiling	Compiling
<b>Objective E:</b> Each academic year, extramural funding will increase by 5% per primary FTE faculty. (REVISED)	Extramural funding increases by 5% per primary FTE faculty.	Compiling	Compiling	Compiling

**j. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.**

**This criterion is met.** The program has sufficient resources to carry out operations.

**Strengths:** The program has personnel, space, computer facilities, and information resources to serve its constituents. The technology is used to facilitate learning and program operations effectively, allowing students with non-traditional schedules to obtain the MPH degree. The community resources allow rich experiences for students. Some of the appointed faculty are practitioners, who precepts students or even hire them.

**Weaknesses:** Because faculty come from different universities and because the program has no authority over its faculty, there is always the risk that faculty may not be available to teach in the MPH program. However, the program has been fortunate that through sabbaticals, retirements, and job transitions, the universities always found someone to teach.

**Plan:** We will seek to increase enrollment to increase the revenue into the program. With increased enrollment and revenue, the university departments will be more willing to allow faculty to teach.