

1.0 The Public Health Program

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.

Interpretation. Program resources shall be sufficient to achieve the program's mission, goals and objectives. These include personnel (faculty, administration and staff), offices, classrooms, library facilities and holdings, laboratories, computer facilities, field experience sites and other community resources that facilitate partnerships with communities to conduct instruction, research and service.

Adequate faculty resources are critical to the development and sustenance of a public health program. A critical mass of faculty is necessary to support each MPH degree offered, including generalist degrees. While instructional resources may be drawn from other parts of the university and from professionals in practice settings and the community, there must be primary faculty to sustain the curricular requirements for each specialty. To assure a broad ecological perspective, the faculty complement will need to represent various public health disciplines, regardless of the size of the student body.

The size of the faculty complement in relation to the size of the student body should support and encourage effective and regular student/faculty interactions. An appropriate student/faculty ratio (SFR) depends on a number of factors, including the nature of the institution, the range of instructional responsibilities (bachelor's, master's and doctoral) and instructional intensity (eg, didactic material, laboratory supervision, practical experiences, electronic methodologies). Public health instruction is labor intensive and will generally require low SFRs. For graduate education, the SFR should typically be 10:1 or lower. The program's mission and curriculum add context that may make a lower SFR necessary. Both the student head count (HC) and the student full-time equivalent (FTE) are relevant to the consideration of adequacy of the SFR. For bachelor's degrees in accredited public health programs, the SFR should 1) be adequate for the number of students, 2) be adequate for the specific curricular goals and methods of delivery and 3) demonstrate consistency with normal and acceptable ratios for other baccalaureate programs within the institution.

An accredited public health program must have at least three primary faculty for each concentration offered and for a generalist degree, if offered. If the program also offers a doctoral degree in any concentration area within the unit of accreditation, then the minimum faculty requirement rises: the program must have five primary faculty in each concentration area that includes both master's and doctoral degrees.

Collaborative programs are subject to the same minimum faculty requirements. Each concentration offered must be supported by the requisite number of faculty members, although faculty may be drawn from multiple institutions to support a single concentration, when appropriate but, typically, the minimum number of faculty may not be sufficient.

Primary faculty are full-time university employees. Primary faculty spend a majority of time/effort (.50 FTE or greater) on activities associated with the public health program. These activities must include regular responsibility for a public health class or classes. Research and service effort should be included in the FTE if the project impacts the public health program and its students.

Adjunct faculty whose primary appointment is elsewhere (eg, at a local health department) are not eligible to count as primary faculty, regardless of their level of commitment to the program, nor are individuals

whose appointment at the university is less than full-time. Faculty with nine-month contracts may constitute primary faculty if none-month contracts are usual practice at the university.

Required Documentation. The self-study document should include the following:

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.

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 headcount of primary faculty plus 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 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).

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

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

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

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

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

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

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.

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.