

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

Required Documentation

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

Two organizational charts are shown below. Figure 1.4.a.1 identifies the departments in the College and their relationships to the Dean, as well as the Dean’s relationships to the Senior Vice-President for Health Affairs and the Senior Vice President for Academic Affairs/Provost. Figure 1.4.a.2 shows the structure of the Dean’s office, which houses the major administrative units of the College.

Figure 1.4.a.1 College of Public Health and Health Professions, Organizational Structure

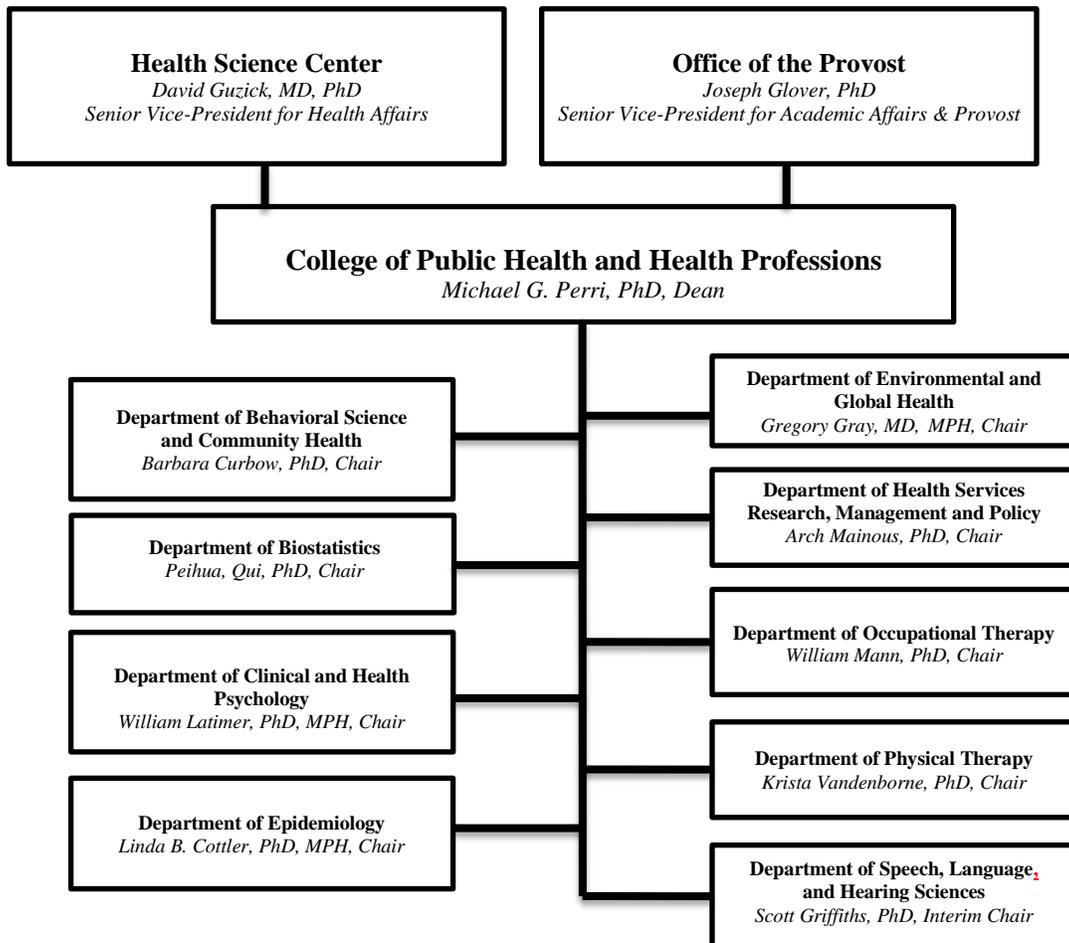
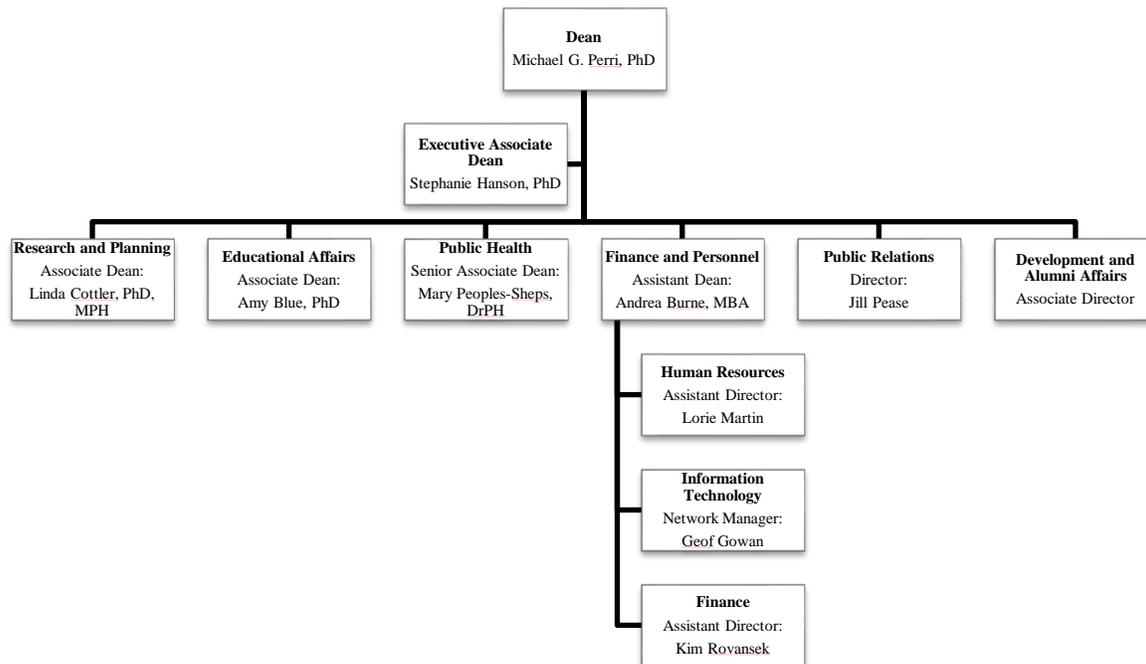


Figure 1.4.a.2 College of Public Health and Health Professions Dean’s Office Organizational Structure



1.4.b Description of the roles and responsibilities of major units in the organizational charts.

College

The College (Figure 1.4.a.1) is composed of nine departments, two of which, Biostatistics and Epidemiology, are organizationally co-located with the College of Medicine. These two departments and the Department of Environmental and Global Health were established since the last CEPH accreditation in 2009. Each department is headed by a chairperson who is responsible for fiscal affairs and oversight of teaching, research, service and administrative activities of faculty and staff. All faculty members are appointed to departments. Chairs make faculty assignments and conduct annual evaluations in support of faculty advancement in the tenure and promotion process and in the operations of the College. They also work with faculty to implement and maintain shared governance within the department.

Dean’s Office

The Dean’s office, shown in Figure 1.4.a.2, has oversight of the instructional, research, service, fiscal, human resource and information technology activities of the College. Several Dean’s office administrators and staff report directly to the Dean.

Dean. Dean Michael G. Perri is the chief academic, administrative, and financial officer of the College. As the chief executive officer, the Dean is responsible for strategic

planning, securing funding and space, as well as other resources necessary to advance the College's missions in research, education and service. He provides operational leadership for the academic and scholarly programs and ensures that the College provides academic and professional programs of the highest quality. The Dean is responsible for the fiscal integrity of the college, managing a diversified portfolio that includes state, federal and private funding, as well as a faculty practice.

The Dean is appointed by the president and has reporting responsibilities to both the Senior Vice President for Health Affairs and the Senior Vice President for Academic Affairs and Provost. The Dean reports to the Senior Vice President for Health Affairs on matters of research, clinical work, clinical training, and interprofessional education. The relationship with the Senior Vice President for Academic Affairs is in regard to state funding for the educational mission of the College.

In pursuing the college's mission, the Dean works closely with the College's Executive Leadership Committee and the Faculty Council, thereby promoting shared governance in dealing with the issues affecting faculty, staff and students. Dean Perri works with the departments and faculty to create an infrastructure and culture that promote academic career development and facilitate appropriate tenure and promotion of faculty members. He also provides leadership for fundraising and capital development programs, is the primary spokesperson for the college, and is responsible for developing and maintaining strategic relationships with other academic units, as well as public and private constituents.

Executive Associate Dean. The Executive Associate Dean, Dr. Stephanie Hanson, oversees academic and student affairs for the College. She serves as a primary resource to all programs and departments regarding student progression, development of new curricula, and University policies and procedures related to academic and student affairs (e.g., program development and approval, compliance with University policies, student conduct). The Executive Associate Dean reviews and provides College level approval of all new academic program proposals, including those for new degrees, certificates and courses. She serves as a key liaison between the College and the UF Divisions of Enrollment Management (under which the Registrar is housed), the Graduate School and Student Affairs (under which the Dean of Students Office is housed). She also liaisons with the Provost's Office and relevant review bodies related to academics, particularly regarding new proposal review and cyclical program evaluation. Dr. Hanson represents the College on key university committees, including the Academic Deans Council and the University Curriculum Committee. She is integrally involved in College-wide strategic planning. She also serves as the chair of the HPNP building and scheduling committees, primarily dealing with space, classroom management and building upkeep. The Executive Associate Dean serves in the capacity of Acting Dean in the absence of the Dean.

Although Dr. Hanson has had direct oversight of the Bachelor of Health Science (BHS) program since its inception, beginning in January 2014 and as part of an expansion of personnel infrastructure, all staff associated with the BHS program as well as a new

program director, will report to Dr. Amy Blue, the Associate Dean for Educational Affairs. A new instructional designer and coordinator will report to Dr. Hanson to assist with implementation of a College-wide initiative to create blended learning opportunities for students.

Research and Planning. The research activities of the College are overseen by the Associate Dean for Research and Planning, Dr. Linda B. Cottler. The responsibilities of the Associate Dean for Research and Planning include representing the Dean in matters of research to the campus, facilitating research development in the College, mentoring faculty related to project identification, collaborative opportunities and grant development, and overseeing grant processing. The research dean has eight research staff members who manage the details of grant submissions, including budgetary and personnel review, grant deadlines and compliance, identification of potential funding opportunities and post award management and monitoring.

Educational Affairs. The Associate Dean for Educational Affairs, Dr. Amy Blue, has oversight of programmatic and student affairs related to the interdisciplinary academic programs of the College. These include the health science major within the bachelor of health science program, the public health programs and the rehabilitation science doctoral program. The directors of these programs report to the Associate Dean for Educational Affairs for all matters of academic program operations. Dr. Blue ensures all required documents associated with these academic programs are completed by associated deadlines and in compliance with internal and external requirements. In addition, the Associate Dean oversees and assists the program directors, as needed, with strategic planning related to these curricula. She collaborates with the Executive Associate Dean on University and College matters regarding academic and student affairs associated with the interdisciplinary programs. In addition, Dr. Blue has oversight of College-related SACS accreditation activities, including responsibility for ensuring all departmental and College data required for SACS accreditation are provided to the appropriate University authorities, primarily the Academic Assessment Committee. The Associate Dean for Educational Affairs serves as the primary liaison to the University regarding SACS accreditation in consultation with the Executive Associate Dean.

Academic and student operations of the College are supported by three coordinators of academic affairs (2.33 FTE) and two program assistants who report to the directors supervised by Dr. Blue. The coordinators are the primary student advisors for freshmen and sophomores and are directly involved in student recruitment activities organized by UF and other institutions. They review student credentials for admission to the BHS program at the limited access junior level. They also have primary responsibility for day-to-day operations, such as student registration and tracking and degree certification for the College. The two program assistants (2.00 FTE), as well as Dr. Blue's administrative assistant (1.0 FTE), are responsible for diverse academic and student support, including student appointment scheduling, academic data management, undergraduate application processing and clinical affiliation agreement tracking.

The Director of Public Health Programs, who reports to the Associate Dean, supervises five staff members who support the MPH and public health certificate programs on campus and online: the MPH Associate Director, MPH Internship Coordinator, Director of Public Health Professional Programs, a Coordinator of Student Services and a Program Assistant.

Public Health. Public health program development for the College has been overseen by the Senior Associate Dean for Public Health, Dr. Mary Peoples-Sheps. She serves as the CEPH accreditation coordinator and primary liaison with the Public Health Advisory Committee and the practice community. She is responsible for ensuring all accreditation requirements are met by the College. This includes working with all departments to assure compliance with accreditation requirements, as well as managing data collection and interpretation. She also oversees public health program development, including identification of new academic opportunities and coordination of faculty in areas of potential development. Since the College has completed development of a full infrastructure for public health, this position will be modified in 2013-2014. Ongoing responsibilities, including liaison with CEPH and oversight of compliance with accreditation requirements, will be assigned to the Associate Dean for Educational Affairs.

Finance and Personnel. This area of the College is overseen by the Assistant Dean for Finance and Personnel, Andrea Burne, MBA. The staff members under Ms. Burne's supervision are divided into three teams: finance, human resources and information technology.

The finance team is responsible for coordinating the annual budgetary planning process, serving as a resource to departments regarding their financial management and compliance with fiscal policies and procedures, conducting annual budgetary review meetings with the Dean and individual department chairs, payroll accounting, processing purchases and travel, and preparing all financial reports required of the Dean's office. In addition to Ms. Burne, the finance team includes an assistant director for finance and a fiscal assistant.

The human resource team manages all human personnel issues and ensures College compliance with human resource policies and procedures, such as development and approval of position descriptions and letters of offer, search committee compliance, and appointment and termination of faculty and staff. In addition to Ms. Burne, the personnel team includes an assistant director for human resources and two program assistants.

Central computer support services are managed through the Information Technology (IT) area, headed by Geoffrey Gowan and supported by two IT practitioners and an IT expert. IT is responsible for hardware and software management for the College. This includes security and other compliance issues, end user support and trouble shooting, website development and design, and transitions related to College applications. The IT group serves the Dean's office and the College's departments and programs.

Public Relations. Ms. Jill Pease serves as the Public Relations Director, responsible for managing all College level publications from content identification and development to layout and design. Publications include print and electronic newsletters, and College contributions to Health Science Center and University publications. The Public Relations Director is also responsible for promoting the College through marketing, social media, website communications and news releases to all types of media.

Development and Alumni Affairs. Development and alumni affairs are overseen by an Associate Director (.50 FTE PHHP, .50 FTE University of Florida Foundation) who has primary responsibility for identifying individuals or organizations that might share a common interest in the College and thus be interested in providing financial support. This position, which is currently open, works directly with the Dean and coordinates with the University Foundation in developing these relationships. This office is also the primary contact with College alumni, and the Associate Director organizes the alumni reunion each fall and semi-annual meetings of the PHHP Development Advisory Board. The Associate Director is assisted by a .50 FTE assistant supported by the office of the Senior Vice President for Health Affairs.

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

Collaboration in instruction, research and service is a hallmark of our College. Collaboration across disciplines requires coordination and cooperation among the individuals and administrative units involved. For several years, the College has focused on developing unique models of collaboration within UF and the Health Science Center and developing the necessary infrastructure for coordination and cooperation. The College's commitment to collaboration is prominently displayed in a video on the homepage of our website:

<http://www.youtube.com/watch?v=Dn64IvNrTX0&feature=youtu.be>.

Collaboration has become a hallmark of the University as well. In 2008, the University received a Clinical and Translational Science Award from NIH with a mission to conduct and promote the translation of research from laboratories to health care settings to the public health and policy arenas, and back again. The University has encouraged collaboration by establishing research centers and institutes with the physical facilities to support collaboration. In addition, the UF Health Science Center is promoting collaboration across health disciplines as recommended by the Interprofessional Education Collaborative, which published the *Core Competencies for Interprofessional Collaborative Practice* in 2011.¹

¹ *Core Competencies for Interprofessional Collaborative Practice* ©2011 American Association of Colleges of Nursing, American Association of Colleges of Osteopathic Medicine, American Association of Colleges of Pharmacy, American Dental Education Association, Association of American Medical Colleges, and Association of Schools of Public Health.

Instructional Activities

Three of the College's instructional programs, MPH, BHS (Bachelor of Health Science) and the PhD in Rehabilitation Science are multidisciplinary.

The MPH program, as well as the Public Health Certificate, is administered by the Dean's office in order to promote interdepartmental coordination and collaboration in the development of curricula and delivery of courses. Management of the MPH program is overseen by the interdisciplinary Public Health Executive Committee, composed of the chairs of the five public health departments, the MPH concentration coordinators, the Dean, Executive Associate Dean, Associate Dean for Educational Affairs, the director of the UF Area Health Education Center program and the president of the Public Health Student Association. This committee informs policy decisions regarding the MPH and reviews and approves curricular changes and new programs in public health before they are submitted to the College Curriculum Committee.

The BHS program is also housed within the educational affairs section of the Dean's office. This program involves faculty from all of the College's departments. It is governed by an interdepartmental faculty committee, currently chaired by the Executive Associate Dean, and open to all faculty members who teach in the BHS program. A student representative also serves on this committee. The interdepartmental committee has responsibility for overseeing academic changes to the health science program, such as approval of new course proposals and curricular revisions, and changes to program objectives, prerequisites and requirements for minors. Because of the program's unique design, students have the opportunity to learn from faculty who bring diverse disciplinary perspectives to health science. In addition, the interdepartmental committee is enriched by the individual disciplines' perspectives on academic learning. It is anticipated that the leadership of this committee will change from the Executive Associate Dean to the BHS program director in spring 2014.

The interdisciplinary Rehabilitation Science PhD program includes primary faculty from the departments of Occupational Therapy and Physical Therapy and supporting faculty from other units in the Health Science Center, such as Orthopedics and Neurology. The program is guided by an interdisciplinary steering committee representing the concentrations of the program, movement science and disability science. The RSD Steering Committee, chaired by the program director, oversees admissions and student progression, curricular changes, appointment of program faculty, policy development, scholarship awards and marketing. In addition, steering committee representatives serve as liaisons to departments and programs.

The College has also developed a number of collaborative programs both internally and with key partners in the University. Within the College, collaborative programs have been developed between the MPH and PhD programs in Clinical and Health Psychology, Health Services Research, and Rehabilitation Science, and with the Doctor of Physical Therapy program (DPT/MPH). Other "Nontraditional Doctoral/Master's Degree" programs are developed on an individual basis with the approval of the participating programs. Similarly, "Concurrent Master's Degree" programs (for example, MS/MPH or

MA/MPH) are developed to meet the career goals of individual students. The options for collaborative degrees within the University are defined under criterion 2.13.

Collaborative instructional programs with other colleges at UF are available, including joint degree programs between the MPH and pharmacy (PharmD), law (JD), veterinary medicine (DVM), and medicine (MD). A Doctor of Dental Medicine (DMD)/MPH is currently under development. In addition, Doctor of Nursing Practice (DNP) students are required to complete six credits of core public health coursework offered by our College, and faculty in each of the other HSC colleges, and many other colleges on campus, offer courses to our students.

MPH, occupational therapy and physical therapy students in the College participate with dental, medical, nursing, pharmacy and physician assistant students in the Interprofessional Learning in Health (IPLH) course, which is a longitudinal curriculum developed by the Health Science Center colleges and the Office of Interprofessional Education in the Office of the Senior Vice President for Health Affairs. The course consists of three half-day sessions that use team-based learning as a pedagogical method. Students complete preparatory readings on which they are tested, and then participate in group solutions for problems related to the content areas. Faculty facilitators and content experts from across the Health Science Center serve as instructional leaders. Content areas included health systems, professional ethics and health care quality in 2012-2013. As this program moves into its second year, a formal evaluation of its effects on the knowledge and values of students with regard to collaboration will be conducted.

We also have a combined degree opportunity for bachelor's students to proceed through the MPH, which allows seniors to begin their graduate level coursework while still undergraduates and complete both programs in five years. For bachelor's students interested in broad exposure to public health but not the degree itself, a minor in public health is available as part of a formal agreement between the two programs.

In addition to interdisciplinary coordination of degree programs and courses, many seminars are open to students and faculty across departments and programs. The Seminar in Contemporary Public Health Issues is a credit-bearing course for MPH students. The course was developed to focus on interdisciplinary and professional issues, and each session is open to participants from the College and beyond. Other open seminars, including the Rehabilitation Research Seminar Series, the Clinical Service Lecture Series and NeuroNoons, involve faculty from multiple colleges, Shands Hospital and external constituents who provide forums for interdisciplinary learning.

The Distinguished Scholar Lecture Series was launched in 2011. Lectures in this series are scheduled every two-three months during the fall and spring and are jointly sponsored by the Dean's office and individual departments and programs. These well-attended lectures feature outstanding scholars whose work is relevant to one or more units in the College. All faculty and students are encouraged to attend. The distinguished scholar lectures during the 2011-12 and 2012-13 academic years are in Table 1.4.c.1

Table 1.4.c.1 PHHP Distinguished Scholar Lectures 2011-12 and 2012-13

Date	Distinguished Lecturer	Title
April 5, 2013	Kathleen F. Gensheimer, MD, MPH Chief Medical Officer, Office of Foods and Veterinary Medicine, FDA	FDA's Coordinated Outbreak Response and Evaluation Network: A Multidisciplinary/One Health Approach to Foodborne Outbreak Investigations
January 28, 2013	Norman Sartorius, MD, DPM, PhD, FRCPsych Former Director, World Health Organization Division of Mental Health Former President, World Psychiatric Association	Public health efforts to fight the stigma of mental disorders
December 5, 2012	Myron Cohen, MD Associate Vice Chancellor for Global Health; J. Herbert Bate Distinguished Professor of Medicine, Microbiology and Immunology; Public Health Director, Institute for Global Health and Infectious Diseases; University of North Carolina at Chapel Hill	Transmission and prevention of transmission of HIV: Where do we go from here?
May 16, 2012	Murray Grossman, MD, EdD Professor of Neurology and Psychiatry, University of Pennsylvania in Philadelphia; Member, Mahoney Institute of Neurological Sciences	What does semantic dementia tell us about semantic memory?
March 21, 2012	Adewale Troutman, MD, MPH Director of Public Health Practice and Leadership University of South Florida	Creating Health Equity: More Than an Apple a Day and a Walk in the Park
January 25, 2012	Lisa I. Iezzoni, MD, MSc Professor of Medicine, Harvard Medical School; Member, Mongan Institute for Health Policy, Massachusetts General Hospital	Eliminating Health Care Disparities for Persons with Disabilities
September 14, 2011	Dan Shapiro, PhD Arnold P. Gold Foundation Professor of Medical Humanism; Chair, Department of Humanities, Pennsylvania State College of Medicine	What Patients Aren't Telling Us Because We're Listening in the Wrong Places: Patients as Teachers, Health Trainees as Filmmakers, and the Video Slam

Research Collaborations

The College has significant interdisciplinary grant development. As described under criterion 3.1, most grants awarded to the College involve multiple investigators, often representing more than one discipline. Much collaborative research is initiated by individual investigators seeking to move their science forward by integrating methods and models used in other fields. In support of these collaborations, the College is home to ten interdisciplinary research centers, which offer formal opportunities for interdisciplinary investigation. A description of each center is available at: <http://research.phhp.ufl.edu/centers/centers/>.

In February 2009, a standing Committee on Collaboration was established to foster academic and research collaborations among faculty and students across the public health and health professions departments in the College. The committee consists of one representative of each department, a liaison from the Dean's office, and a student representative. During the past five years, the committee has established, built and sustained collaborative efforts across the various disciplines by sponsoring an annual collaboration event, providing opportunities for faculty to become familiar with research in other disciplines, and funding projects that involve collaborations between public health and health professions departments. Since fall 2011, the committee has expanded

its promotion of College collaboration from faculty-driven projects to student-driven projects with faculty collaborators.. To accomplish this shift in focus, the committee hosts an annual graduate student event whereby students informally discuss their research with one another and connect with students from other disciplines. In addition, under the auspices of the College, a call for proposals of student-initiated projects that include faculty and students from both Public Health and Health Professions is issued annually. Projects may provide education and/or service, but they must have a research component. All proposals are reviewed and scored by the committee and up to \$10,000 is awarded based on merit. In 2011-12 and 2012-13, the four projects in Table 1.4.c.2 were funded.

Table 1.4.c.2 Student-initiated Collaborative Projects Funded by PHHP in 2011-12 and 2012-13

Project Title	Participating Departments
Concussion awareness in the community: Outreach, education and assessment	Epidemiology Clinical and Health Psychology
Needs assessment and implementation of rehab resources in Alachua	Epidemiology Occupational Therapy
The spatial distribution of neighborhood alcohol outlets and binge drinking among HIV-positive individuals: Moderating effects of social support	Epidemiology Behavioral Science and Community Health Clinical and Health Psychology
Assessing the acceptability of a technology solution to improve management of mental health care for adolescent and young adult primary care patients	Health Services Research, Management and Policy Behavioral Science and Community Health Clinical and Health Psychology

In addition to collaborative research activity hosted by the College, many collaborations in which College faculty participate are facilitated by other multidisciplinary centers and institutes, such as the Clinical and Translational Science Institute (CTSI), the Emerging Pathogens Institute, the Institute on Aging, the Cancer Center, the Center for Environmental and Human Toxicology, and the Children’s Oncology Group. For example, the Emerging Pathogens Institute (EPI) was established by the state of Florida in 2007 as a multidisciplinary unit under the University of Florida Vice President for Research. Its overarching purpose is to bring together researchers from diverse fields to understand factors leading to the emergence of new pathogens and to develop methods for their control. The Institute has a strong interest in understanding the role of environmental factors in emergence of pathogens and in developing microbial risk assessment models, including modeling of transmission pathways and interventions. EPI and PHHP faculty in Biostatistics, Epidemiology, and Environmental and Global Health do collaborative research on cholera on the ground in Haiti and via statistical modeling for transmission and opportunities for vaccine control across the globe.

Another example is HealthStreet, a unique initiative of the Department of Epidemiology to link underrepresented individuals in Gainesville and Jacksonville with needed health services and a wide variety of Health Science Center research studies. Working directly with the Participant Recruitment arm of the CTSI, this project has increased opportunities for UF researchers to recruit and retain minorities in research populations, a major goal of NIH.

In addition to our involvement with the centers and institutes in the Health Science Center, individual faculty members in the College collaborate extensively with faculty in other colleges in the Health Science Center and the larger University. Collaboration in research is an outcome measure for Goal 2 objective 2 in Table 1.2.c.1.

Collaboration in Service Activities

Dean Michael Perri has led the College in developing the concept of “Service Plus” as a principle for involvement in service activities. Service Plus emphasizes the responsibility of the College to provide service to individuals and populations in need in the United States and abroad, while also meeting our responsibilities to provide educational opportunities for our students and to conduct research that is directly relevant to the people we serve. This principle is the underpinning of collaborative service, education and research activity in Haiti, India, Mexico, Nicaragua, and Thailand as well as in Florida and the southeastern United States. Specific projects are discussed under criteria 3.2 and 3.3.

In addition to projects managed by the College and specific departments, students and faculty are engaged in numerous other service activities that involve cooperation and collaboration across units within and outside the College. The student associations in the College are involved in service projects throughout the academic year, including major events related to World AIDS Day and Public Health Week.

The Area Health Education Center (AHEC) program has been a strong partner of the College for many years. AHEC sponsors the Afternoon of Learning Program to promote tobacco control and cessation skills in students pursuing careers in health and provides opportunities for students to apply their skills to prevent the initiation of tobacco-use with local middle school students.

The Suwannee River AHEC is a partner of the HRSA-funded Rural South Public Health Training Center (RSPHTC), which provides online continuing education, collaborative projects and MPH internships focused on improving the skills of public health workers in underserved counties in Florida. The RSPHTC has a special focus on HIV and works closely with the Southern HIV and Research Consortium (SHARC), the UF arm of the network of Consortia for HIV/AIDS and Alcohol Research Translation (CHAART), supported by the National Institutes on Alcohol Abuse and Alcoholism.

Organization and Infrastructure

Organization and infrastructure facilitate interdisciplinary communication, cooperation and collaboration. Weekly administrative meetings of the Executive Leadership Committee present an opportunity to engage in interdisciplinary discourse and decision making. College-wide faculty meetings are held at least three times each year to provide a forum for faculty input and decision making on a broad range of issues, from College infrastructure to faculty development. The Faculty Council is advisory to the Dean in College-wide decision-making, and it includes representatives of each department in the College. The chair of the Faculty Council is a member of the Executive Leadership Committee. In addition, the Health Science Center deans meet on a monthly basis to

discuss HSC priorities and areas of cooperation, such as information technology and security and legislative priorities.

The physical facilities also promote interdisciplinary work. The College occupies prime space for coordination and collaboration in the Health Science Center. Six departments are located primarily in the Health Professions, Nursing and Pharmacy (HPNP) Complex, a large, open facility that has many spaces for meetings and informal gatherings. This building is shared with the Colleges of Pharmacy and Nursing, and the ground floor includes common classroom space, increasing the visibility of faculty and students among the three colleges. In addition, because the building has state-of-the-art computer support in every classroom, the facilities are frequently used by faculty and student organizations from across the campus.

In summer 2013, the departments of Biostatistics and Epidemiology as well as research labs for neuromuscular disease research involving physical therapy faculty, moved to the Clinical and Translational Research Building (CTRB), a new facility designed to promote collaborative research. The building, one block away from HPNP, also houses the Institute on Aging, the Clinical and Translational Science Institute, the Department of Aging and Geriatric Research, and the Department of Health Outcomes and Policy. This building was conceptualized and constructed to promote interdisciplinary research.

Both HPNP and CTSB are located in close proximity to other health science buildings where faculty members occupy laboratories and offices. The College occupies research space in the ground floor of the College of Dentistry where funded researchers from across departments are assigned space to conduct their research. This space includes dry labs and shared conference rooms. Some office and research lab space in the multidisciplinary Emerging Pathogens Institute is occupied by PPHP faculty member and their research staff members, and additional space in Dauer Hall is occupied by our Biostatistics faculty who collaborate with the Department of Statistics in the College of Liberal Arts and Sciences (CLAS), whose faculty members are housed near Dauer Hall.

The Public Health Advisory Committee, chaired by Dr. Barbara Richardson, Executive Director of the UF AHEC Program, focuses on the development of public health programs within the College. The members of the committee (identified under Criterion 1.5) are members of the University and the community, representing disciplines within the College, as well as broader College interests. Relationships with board members have facilitated collaborative research and service opportunities for students and faculty.

The outcome measures presented in Table 1.2.c.1 include three measures of collaboration:

1. Percent of MPH students enrolled in dual degree programs (Goal 1, objective 1)
2. Percent of funded research projects that involve collaborations across colleges, centers and institutes at UF (Goal 2, objective 2)
3. Percent of primary faculty involved in funded research projects with named collaborators in other College departments (Goal 2, objective 2)

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:

1. The organizational structure of the College and the physical facilities in which it is located promote interdisciplinary communication, cooperation and collaboration in support of its stated mission.
2. The organizational structure is modified periodically in response to changing needs.
3. Collaboration is a hallmark of the College, stated specifically in the Mission.
4. College research centers that support multi/interdisciplinary projects are in place.
5. The College actively promotes collaboration among public health and health professions disciplines via the Collaboration Committee, the distinguished scholar lecture series and specific research, service and educational activities.
6. College faculty and students are involved in collaborative activities with HSC colleges, institutes and centers, as well as with similar units in the larger university.

Weaknesses:

1. None identified.

Plans:

1. Continue to encourage collaboration in teaching, research and service in the College.
2. Participate actively in an evaluation of the effectiveness and outcomes of the HSC Interprofessional Learning in Health program.
3. Conduct a systematic assessment of the extent to which the College has influenced collaboration between, and understanding of, all Public Health and Health Professions disciplines among students.