



MEL AND ENID
ZUCKERMAN COLLEGE
OF PUBLIC HEALTH

Strategic Plan

2013-2017

WORK IN PROGRESS

October 15, 2012



Executive Summary

The UA Mel and Enid Zuckerman College of Public Health (MEZCOPH) started the process of developing a new long-term strategic plan in November of 2011. MEZCOPH is using its committee structure to develop a five-year plan and is engaging and incorporating feedback from division directors, faculty, appointed personnel, staff and students through a number of college-wide meetings and retreats.

The Goals of MEZCOPH are aligned with its mission and they are:

- To provide an outstanding and student-centered learning experience to meet the demand for a growing and more skilled and diverse public health workforce.
- To advance fundamental, translational, and applied research that addresses the health needs of diverse populations and aims to make a profound and measurable impact on the health and well-being of Arizonans and those living in the Southwest and around the globe .
- To become the model for community engagement and workforce development by integrating our research and instruction expertise to build and strengthen effective partnerships and delivering continuing education activities for the public health community in Arizona and beyond.
- To maximize and expand the College's resources for producing world class degree programs, impactful research and contributions to the public's health.

Three teams were formed around the three goals and led by MEZCOPH's associate deans: Douglas Taren, Education; Lynn Gerald, Research; and Jill De Zapien, Community Engagement, Service and Workforce Development. These teams have been meeting to develop the strategies needed to achieve MEZCOPH goals and their work is still ongoing with involvement of the divisions, faculty, appointed personnel, staff, and students. The Dean will lead a productivity team for implementation of the plan.

The initiation of the strategic planning process was facilitated by Drs. Ralph Renger and Ernie Schloss, experts in the field of evaluation and strategic planning. They led a root cause analysis that identified strengths and mechanisms to increase productivity. The goals were to: 1) Develop a strategic plan in which objectives, strategies, and performance measures were aligned; 2) Evaluate the usability of past MEZCOPH objectives; 3) Ensure that the strategic plan is aligned with the broader UA and AHSC strategic plans, and 4) Include input from all stakeholders defined as students, classified staff, appointed personnel, faculty and administration.

Summary of Accomplishments to Date

- Integration of the strategies across the Divisions', research centers' and the College's strategic plans is completed.
- Aligning the College's strategic plans with the AHSC and the UA is in process.
- Aligning the metrics across the UA, AHSC and Accreditation (CEPH) is in process.

- We engaged College-wide members from both Tucson and Phoenix campuses in the development of the strategic plan.
- Engaging the College's Community Advisory Board is planned at a retreat on November 3rd, 2012.
- The **education goal team** led by Douglas Taren is aligned around:
 - Recruiting and retaining the best students at the undergraduate and graduate levels.
 - Optimizing inclusion, diversity, and equity.
 - Expansion of undergraduate education.
 - Developing a doctoral degree in health behavior & health promotion.
 - Engaging students in service learning experiences.
 - Expansion of the Phoenix academic programs.
 - Expansion of targeted distance learning programs in high demand areas.
 - Expansion of the College engagement in inter-professional education & training.
 - Exploring the addition of allied health master programs and/or other UG majors.
- The **research goal team** led by Lynn Gerald has identified growth opportunities in key areas in order to meet the UA goal of doubling the research by 2020.
 - Capitalizing on our expertise in health promotion and lifestyle behaviors through the Canyon Ranch Center for Prevention and Health promotion to target the prevention of chronic diseases such as obesity, diabetes, cancer, and cardiovascular diseases.
 - Integration of our expertise in biostatistics, health and population big data informatics, and evaluation to develop a health informatics and evaluation core facility.
 - Addressing the health of populations that transcends the perspectives and concerns of individual nations by harnessing our expertise in border and bi-national health and infectious disease to address important issues of global health.
 - Developing practical solutions for the nation and Arizona's health system to improve outcomes, enhance access to quality health care, reduce health inequities, assess cost effectiveness and assure accountability through health care services research.
 - Capitalizing on our strong engagement of community partners to advance health equity for diverse populations by working to eliminate the disproportionate burden of preventable disease, death and disability of minority populations and promotes health equity through scientific excellence.
 - Providing expertise in the areas of human exposure science and risk assessment of chemical, biological and physical hazards by building on the internationally recognized work in multimedia, multi-pathway exposure assessment and modeling for communities and human populations to reduce disease and promote health and safety.
- The **community engagement and workforce development goal team** led by Jill De Zapien is
 - Focusing on building and strengthening partnerships and linkages with community agencies, organizations and the broader general community.
 - Developing and delivering continuing education activities for the public health community in Arizona and beyond.
 - Supporting workforce development.
 - Strengthening public health preparedness.
 - Delivering programs to eliminate health disparities.

- Developing metrics that measure the impact of community involvement of faculty, academic professionals and students.
- The **productivity** goal team led by Dean Iman Hakim is:
 - Focusing on the infrastructure to maximize the College's scientific and entrepreneurial programs.
 - Optimizing the educational experience for students.
 - Managing pre and post award support.
 - Supporting alumni partnerships.
 - Supporting community partnerships.

Next Steps

MEZCOPH goal teams will continue to work together to refine our plan, integrate and prioritize strategies, and establish process and outcome evaluation measures. Discussions at College wide meetings and division meetings will provide feedback before the finalization of the plan.

MEZCOPH will continue to communicate regularly with faculty, academic professionals, staff, students, and community members through the College wide evaluation committee meetings and community advisory boards meetings.

Signature



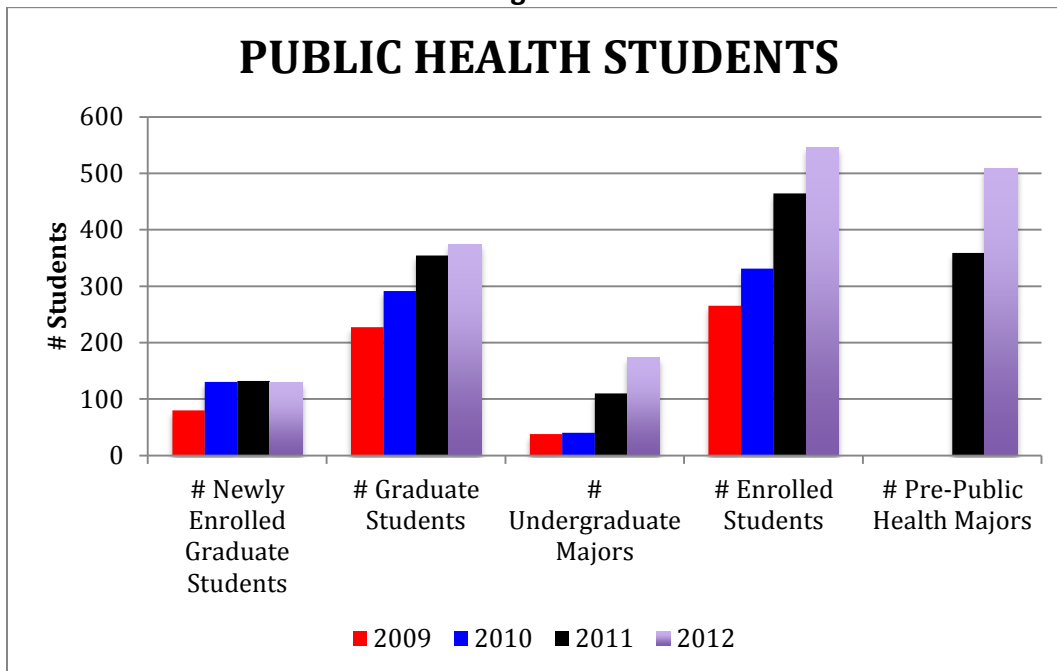
Iman Hakim, Dean
Mel & Enid Zuckerman College of Public Health

Overview of College

In January 2000, MEZCOPH was officially established by the Arizona Board of Regents. With the financial support from Mel and Enid Zuckerman a building fund and endowments were created to provide the bricks and mortar for a building and to initiate the process of securing funds that were needed to create a college. In recognition of this support, on July 1, 2002 the College was officially named the Mel and Enid Zuckerman College of Public Health and is referred to as MEZCOPH throughout this document. In 2003, MEZCOPH received its initial CEPH accreditation as a College and in 2005 the College was re-accredited for the maximum amount of seven years and will be reviewed this next year (2013).

MEZCOPH has doubled the number of its students over the past four academic years (**Figure 1**). The average number of new graduate students matriculating each year is now about 130 compared with 80 for 2009. MEZCOPH now has 173 declared undergraduate public health majors and the total number of matriculated students in MEZCOPH has gone from 265 students to 546 students in four years. This growth will definitely continue since there are now more than 500 pre-public health students. This significant increase in the number of students has now made the advising load for MEZCOPH to be greater than 1000 students compared with 265 in 2009.

Figure 1



Public Health is synonymous with improving the human condition within Arizona and beyond. Each academic unit within MEZCOPH works to decrease health disparities by engaging communities within the state, nation and world through scientific inquiry, teaching and community engagement. MEZCOPH has already established itself as a leading school of public health with its focus on the Southwest and its orientation on community engagement for health promotion and disease prevention. MEZCOPH has established several research and academic centers that include our Canyon Ranch Center for

Prevention and Health Promotion, The Center for Rural Health, The Global Health Institute, the Women's Center of Excellence and is the home of several nationally funded training programs.

Enhancing faculty success is based on the principal that the MEZCOPH faculty has to be engaged in outstanding research that is transferred to our teaching and service missions. Faculty members apply their abilities to decrease health disparities and improve health equity. The faculty success metrics directly address the amount of funding the unit receives to insure the scholarly activity and public health impact necessary for faculty promotion and tenure. Thus, we assess the level of national recognition and creative and research endeavors that are conducted by MEZCOPH faculty members. We also use metrics that measure how faculty members increase their training and national recognition in a manner that can lead to increased extramural funding.

Community engagement and outreach defines the very core of public health. With the community as the site for implementation of the public health discipline, the school must have effective partnerships and linkages with community agencies, organizations and the broader general community. Our success in building and strengthening these partnerships is directly related to those resources which are devoted to supporting College endeavors in the elimination of health disparities, building and strengthening collaboration, targeting healthy Arizona goals and strengthening public health preparedness. Additionally, in Arizona and nationally up to 80% of the public health workforce has no formal public health training, and our College must play a very special role in continuing education activities for the public health community in Arizona. This outreach requires resources to support our on-line public health certificate program as well as on-site continuing education activities throughout Arizona with a special emphasis on Pima and Maricopa County. We will use metrics that measure the involvement of faculty, academic professionals and students in these endeavors.

Strategic Vision

The knowledge and products produced by MEZCOPH through its teaching, research and service will have a local impact, national influence, and a global reach to decrease health disparities, increase health equity and to improve the health and wellbeing of people and communities.

Strategic Mission

The Mel and Enid Zuckerman College of Public Health is dedicated to promoting the health of communities in the southwest and globally with an emphasis on achieving health equity through excellence in education, research & service.

Core Values

MEZCOPH acts with respect and integrity to continuously advance health and well-being for all through knowledge, collaboration, empowerment, advocacy and sustainability. Our core values are: Fairness, Trust, Equity, Social Justice, Excellence, Innovation, Commitment, Collegiality, Diversity, Open Communication, Participation, Consensus and Enhancement. We strive to foster an educational community that values innovation and excellence in teaching, creation and dissemination of knowledge, practice-based research and research-based practice to address the health needs and interests of individuals and communities.

Environmental Scan

The External Environment

Studies by the Association of Schools of Public Health (ASPH) estimate that there will be a 23% turnover in the public health workforce within the next 4 years and 250,000 additional public health workers are needed by 2020. At the same time, there are currently 50 accredited schools in the nation with approximately 8 new schools under development. These trends suggest that over the next five years there will be a greater need for more public health workers and a more competitive market for students. In addition, research funds over the next several years will be tighter than in the past due to stagnant budgets for federal agencies and state funding is also at greater risk as the economy staggers and the potential for a recession is present. The framework for the metrics provided as part of this strategic plan focuses on how MEZCOPH can monitor and evaluate the quality of its programs and plan for its growth to meet the increasing competition for students and extramural funds and deliver competent graduates to meet the need in the public health workforce.

Student success will be enhanced by improving and expanding our educational programs that respond to these trends. Expanding our undergraduate education will provide an educated citizenry regarding public health issues. It will also significantly remedy the public health workforce shortage that is present in Arizona and the nation. Our public health undergraduate degree will be an outstanding pre-professional degree that prepares students to enter graduate education in the fields of medicine, nursing, public health, pharmacy and other health related careers. Furthermore, to be one of the outstanding schools of public health, MEZCOPH must create doctoral programs within all five of the foundation areas of public health. These doctoral students will be the future of public health and take leadership positions within academics and public health practice. One undertaking for MEZCOPH will be to increase the number of minority doctoral students by “growing our own” student base with a larger pipeline of students from undergraduate to doctoral programs.

There are many rapid changes occurring in our society and world that affect public health that MEZCOPH is well placed to address. The most salient issues are highlighted next.

- **Shifting Social and Environmental Determinants of Disease:**
The causes of communicable and non-communicable diseases are becoming more complex as the world becomes more mobile, population and urbanization are increasing within and between countries, environmental stresses are increasing including global warming, and dietary and physical activity patterns are changing at a rapid rate. Conducting research on and preparing students to address these community-based issues are integral to ensuring the public’s health.
- **Increased Focus on Population-Based Approaches to Prevention and Health Promotion:**
Health care in the United States will continue to provide world class curative care. However, clinical effectiveness and the development and evaluation of preventive care and reducing and adjusting health care services on a population base is now recognized as a major component to elevating our nation’s health care system. Research on creating new approaches, monitoring and

evaluating these changes in health care delivery are essential for the economic security of families and the nation.

- **Fluctuating Disease Patterns:**

Non-communicable diseases are increasing across the world mostly due to the epidemiological, demographic and nutritional transitions that have accompanied improvements in resources. Although these changes have not been equally distributed, few countries have not been touched by these transitions. At the same time, infectious diseases, new emerging diseases, orphaned diseases and drug resistance diseases remain a constant threat to the livelihoods. Preparing students to address these patterns with research and classroom experiences are critical to preventing epidemics and enhancing world security.

- **Replacing, Expanding and Strengthening the Public Health and Health Care Workforce:**

In addition to the need for additional public health professionals in the United States over the next 10 years, there is a significant movement to strengthen the skills of the public health workforce. The National Board of Public Health Examiners has now created a recognized certification for graduates of accredited schools of public health. The Certified Public Health (CPH) worker is now part of the public health fabric. Additionally, the National Public Health Accreditation Board is now recognized as the organization to set standards for State, Tribal and Local Health Departments. Together these two organizations have set educational and competencies standards that the future public health workforce will need to meet individually and collectively.

- **Increasing Student Centered Education:**

Access to information and positive feedback are now expected to be instant for the newest generations of students, Generation Y and Z, born after 1990 and 1994 respectively. Although these students may differ with regards to numerous social values, they are both highly tech-savvy compared with their predecessors. They are more individualistic than earlier generations of students and time independence has greater importance to them. Providing education to these current and future students' needs to optimize technology, allow for individual desires, and focus more on intelligence and thinking than just access to knowledge.

The Internal Environment

MEZCOPH has assembled a faculty that represents all public health disciplines. Many of these individuals are nationally and internationally known for their research expertise, they are effective teachers, and they provide service at the local, state and national levels. In fact, the success of the college to date is largely due to the extraordinary competence and dedication of its faculty and other appointed personnel in creating the college, developing its mission and goals, and serving the needs of Arizona and the Southwest.

Primary appointed faculty members have both tenure-eligible and non-tenure eligible positions and are expected to contribute to public health research, teaching and service as their primary responsibilities. For these individuals, the college has full responsibility for annual performance reviews, promotion and tenure decisions, compensation, and post-tenure reviews. The MEZCOPH

faculty is proactive in modifying its teaching and research trajectories given the current state financial crisis and deep university budget cuts in order to make progress on its mission to promote the health of individuals and communities with a special emphasis on decreasing health disparities. The health needs of Arizonans, in particular the extreme health disparities of American Indian and Hispanic populations and the dismal ranking of Arizona on virtually every public health indicator, mandated that concerned faculty develop a means of addressing these demands.

MEZCOPH is the only accredited school of public health in Arizona. The college is actively engaged in teaching, research and service and works to integrate these three areas into the academic experiences for students. The performance of students is strong and external reviewers from our 2010 academic program review stated that the College provides the needed academic curriculum. MEZCOPH has a new and very popular undergraduate major in public health. The College focuses on Arizona, the Southwest, and global health issues and this focus is also integrated into classes and research.

Although MEZCOPH is a relatively young College, it is making great progress in the development of a variety of new academic programs as it matures. Its faculty is very committed and dedicated to providing well developed undergraduate, masters, practice doctorate and doctoral programs, in addition to several online post baccalaureate certificates. The Academic Service Learning component of the programs is well executed and popular with students. This component is a model that other Schools of Public Health might emulate. The degree programs are well developed within sections to meet required disciplinary competencies. Coordination occurs at the Division Level, with oversight of the Education Committee. Students come from many racial and ethnic populations and show considerable leadership and entrepreneurship. Students who have previously served in Peace Corps offer diverse perspectives and practical experiences to the Academic programs. Collaboration with other departments (dual degrees, GIDPs) is strong and allows for the department to provide students with a much more diverse set of courses and faculty and provide interactions with students in the other health science professions. Several Centers of Excellence and Training Grants afford students opportunities for practice experience, in addition to supporting students financially. Internships provide undergraduates and masters students with a capstone experience that offers them the opportunity to integrate academic course knowledge into practical experience and prepares them for entry level positions. These required internships support the land grant mission of the UA. MEZCOPH also hosts three federally funded training programs in (1) public health preparedness, (2) maternal and child health and (3) public health training. These programs provide educational opportunities to current students and the public health workforce.

As part of the strategic planning process, MEZCOPH identified several research themes that draw upon the current strengths that exist in the college and that provide opportunity for growth. These areas are (1) lifestyle behaviors and health across the lifespan, (2) global health, (3) health informatics, biostatistics and evaluation, (4) health care services research, (5) advancing health equity for diverse populations and (6) exposure science & risk assessment.

Although the MEZCOPH has many strengths, there are several significant areas that could contribute to optimizing the potential of faculty and students. MEZCOPH has used a root cause analysis to identify these areas. The results of this college-wide analysis resulted in the following observations.

Education:

- There is a need to develop and reevaluate measurable metrics regarding the development of academic programs regarding new courses, new degrees, and student admissions and support.
- A plan for growth of the academic programs and student population needs to be linked with resources.
- There is a need to conduct an analysis of the staffing needs to optimize student learning.
- A financial model is needed that optimizes the growth and quality of the academic programs.

Research:

- College researchers find it difficult to know in what areas of research their fellow faculty members are currently engaged. Faculty felt that the College could do a better job of internal and external marketing of specific research projects and the College's research strengths.
- The constant tension over research credit and indirect costs limit collaboration between University research units.
- The College has limited pre and post-award infrastructure and there is a lack of knowledge about what services faculty can expect from the College's research and business offices.
- Faculty members believe that the College's culture of research can be strengthened. We need to define strategic areas of research and be strategic in our hiring processes to build these areas. Faculty and APs need training and assistance in grant writing and submission and identifying funding opportunities. College resources need to be pooled to allow sharing of research employees to stretch limited resources. Many faculty members do not submit proposals and there is a strong focus on non-federal contracts with limited indirect costs which limits financial resources available for research infrastructure.
- We need to ensure the success of our junior investigators. Areas of improvement identified include: more guidance on how to find and select a mentor; more mentoring from the Research Office on how to begin a research career; more administrative and business support for grant submissions; and unrealistic expectations of time needed to become an independent researcher given the constrained funding environment.
- The root cause analysis also indicated that the college does not optimize the potential of APs. These individuals have strong research skills and connections to the community and can be an important part of the research team.
- The College's business office is unable to support the current level of research and will have difficulty supporting growth without additional resources. The faculty members have unrealistic expectation of the business office as it is currently staffed.

Community Engagement:

- MEZCOPH can provide more opportunities to students with a "real world" experiences beyond the culminating experience that is required with the public health community in our strategic priority areas. This would allow our college to demonstrate its commitment to Arizona as a Land Grant Institution and thus our interest in assuring that we have a presence in all of our fifteen counties and build a stronger presence within those counties that have little or no presence of our College.

- We can continue to grow our vibrant commitment to workforce development. As a Land Grant Institution it is extremely important that we have a strong partnership with the public health workforce in our region.

Institutional Cross-cutting Internal Issues that impact faculty and students:

- Faculty members have to submit more grants to get funded.
- There are additional pressures to increase class sizes for major core courses throughout the different programs even though historically they were kept relatively small (< 60), which students view positively.
- The need to be outstanding in all three areas (research, teaching and service) is a detriment in the current environment for tenure track faculty members who have only 50% of their funding support with state allocations. This salary support system is not consistent with main campus.
- Expansion of programs may have outgrown resources; expansion of programs without additional resources will affect the college's strong reputation of service learning, and responsive advising.
- Junior faculty members need greater mentoring, protection and resources to initiate and maintain their careers.

MEZCOPH Strategic Goals and Strategic Plans

ABOR Strategic Goal Areas

1. Educational Excellence and Access:

- MEZCOPH's Instructional Goal is to meet the demands for a growing and more skilled public health workforce. MEZCOPH will strengthen existing programs and increase the number of students who receive an education from MEZCOPH. This will be accomplished by focusing on the administrative, faculty and student support needed in four inter-related key area: (1) undergraduate education, (2) graduate education, (3) Phoenix campus, (4) distance learning programs. MEZCOPH will also prepare itself to take advantage of opportunities that may develop with regards to programs for other health professionals and for developing global health partnerships. These programs will augment existing UA programs and bring additional students to the College and University and increase graduation rates and decrease time to graduation.
- Changes in public health and health care delivery now has a stronger and more defined emphasis on population based health, having access to health information and preventive services such as health education. MEZCOPH is the first UA College to have an articulation plan with the Maricopa Community College System and it is the right time to expand into the Phoenix metropolitan area.
- A new doctoral program in health behavior and health promotion will fill the leadership void in the public health workforce that focuses on prevention. Even with the expansion, MEZCOPH will have limited resources to create new independent programs that meet the need of a growing workforce. One of the strengths of the UA has been inter-professional education and within MEZCOPH we can expand on this by creating new applied courses that develop students in specific areas for research and applied public health positions. In the 21st century, the education market is quickly changing in response to the cost of education, and working students. Online learning is becoming the norm rather than the exception.

2. Research Excellence:

- MEZCOPH's research goals are to: (1) Advance fundamental, translational, and applied research that addresses the health needs of diverse populations and aims to make a profound and measurable impact on the health and wellbeing of Arizonans and those living in the Southwest and beyond; (2) Increase extramural research funding; and (3) Strengthen research in key thematic areas including:
 - **Lifestyle Behaviors and Health.** Focuses on health related behaviors that are crucial to maintaining health, preventing disease, and optimizing well-being along the lifespan. Lifestyle behaviors play a strong role in all of the leading causes of death in the USA. The College has particular expertise in diet/nutrition, physical activity, and smoking cessation. College researchers address diseases include obesity and related metabolic conditions, cancer prevention, women health, respiratory/lung disease, and

- cardiovascular disease. (related to the University's focus on biological and biomedical systems and regional roots).
- **Health Informatics, Biostatistics, and Evaluation Core.** Provides expertise in managing large datasets; provides expertise in the resources, devices, and methods required to optimize the acquisition, storage, retrieval, and use of information in health and biomedicine (including EMRs); assists with study design, methodology, and analysis; provides technical support for research IT systems, and evaluation for state, city and county programs. (related to the University's focus on biological and biomedical systems, and technology and society).
 - **Global Health.** Addresses the health of populations and transcends the perspectives and concerns of individual nations. Health problems that transcend national borders or have a global political and economic impact are emphasized. This area of research and practice places a priority on improving health and achieving equity in people worldwide and addresses worldwide improvement of health, reduction of disparities, and protection against global threats that disregard national borders. The College has particular expertise in border and bi-national health and infectious disease. (related to the University's focus on global impact and biological and biomedical systems).
 - **Health Care Services Research.** This area develops practical solutions for the nation and Arizona's health system to improve outcomes, enhance access to quality health care, reduce health inequities, assess cost effectiveness and assure accountability. Serves as a timely, trusted data analysis and policy source for health care systems, the public, and policy makers. (related to the University's focus on biological and biomedical systems, technology and society as well as regional roots)
 - **Advancing Health Equity for Diverse Populations.** Addresses the disproportionate burden of preventable disease, death and disability of minority populations and promotes health equity through scientific excellence. Requires a strong engagement of community partners for translational, applied, and dissemination research. (related to the University's focus on biological and biomedical systems, global impact, and regional roots).
 - **Exposure Science and Risk Assessment.** This area provides expertise in the areas of human exposure science and risk assessment of chemical, biological and physical hazards. It builds on the internationally recognized work in multimedia, multi-pathway exposure assessment and modeling for communities and human populations to reduce disease and promote health and safety. (related to the University's strength in the environment and sustainability, biological and biomedical systems, and regional roots).
- MEZCOPH's has strength in both fundamental public health research as well as translational and applied public health research. Fundamental research seeks to advance our knowledge about health conditions and generates new ideas, principles, and theories for health promotion

and disease prevention. Translational and applied research is research that attempts to move evidence-based guidelines into health practice, through delivery, dissemination and implementation research and evaluates interventions and treatments in “real world” community and practice settings. Therefore, MEZCOPH faculty members provide crucial collaborative partnerships for the University’s translational research goals.

3. **Community Engagement and Workforce Development:**

- MEZCOPH’s community engagement and workforce development goal is to become the model for community engagement and workforce development by integrating our research and instruction expertise to build and strengthen effective partnerships and delivering continuing education activities for the public health community in Arizona and beyond.
- MEZCOPH focuses on ecological approaches that place high value on community engagement and on education, research and practice which are conducted in a community service context. While there are many different definitions of service within the field of public health, service within our College is defined as “an activity or project done at the request of, or for the benefit of, a community or organization outside of MEZCOPH; including service based projects, service as a component of research, service through professional organizations, workforce development and continuing education”.

4. **Productivity:**

- To maximize and expand the college’s resources for producing world class degree programs, impactful research and contributions to the public’s health.

Succeeding in Our Strategic Plan Areas

Educational Excellence and Access Strategic Goal Area (*provide an unsurpassed, student-centered learning experience led by engaged, world-class faculty and enhanced by a globally diverse student body*)

MEZCOPH EDUCATIONAL GOALS

1. Develop students who have a love for learning and the basic and applied skills to have successful public health careers.
2. Have a multi-tiered student-centered instructional program.

These goals are explicitly related to four inter-related key educational areas within MEZCOPH. The Objectives, Strategies, and Metrics for these areas are listed next.

Undergraduate Public Health Education:

- Objective 1: Expand the options of education for undergraduate students to include additional tracks in the current program (such as Infectious diseases, global health, management of health data, and health education).
- Objective 2: Create bachelor degree offerings that have an emphasis on health policy, health economics, and health information. These programs will have a greater emphasis on social and economic sciences compared with the current program that has a strong emphasis on biological sciences.
- Objective 3: Establish an undergraduate program that will be more accessible to Maricopa County and the rest of Arizona.
- Objective 4: Identify appropriate health professions degree programs that compliment and extend existing programs within MEZCOPH.
- Objective 5: Expand our international exchange programs and collaborations with foreign institutions.
- Strategy 1: Develop master instructors and expand the number of instructors to meet the needs of additional students. Increase community partnerships to provide students with additional and more diverse experiential learning opportunities.
- Strategy 2: Support staff to work with additional students and community partners.
- Strategy 3: Hire instructional specialists to work with faculty members to put classes online. Have these instructional specialists who have some subject matter knowledge and experience and expertise with online teaching.
- Strategy 4: Increase outreach coordination to support the increasing number of internships and work with community partners who provide training sites for our service learning courses. With the increasing number of students and competition for other public health programs we need to maintain continual contact with our field sites.
- Strategy 5: Increase classroom space including virtual classrooms, teleconference classrooms for lectures and breakout sessions.

- Metric 1: Have 2 new tracks by fall 2014.
- Metric 2: Have 1 new degree program by fall 2017.
- Metric 3: Double the number of community partnerships for undergraduates' internships. .
- Metric 4: Graduate 200 undergraduate students in MEZCOPH each year by academic year 2015-16 and have 100 minors each year.
- Metric 5: Graduate 80% of students who identify as majors in a public health degree program.
- Metric 6: Have at least one undergraduate program that is directed toward students in the Phoenix area by 2017.
- Metric 7: Have at least 20 undergraduate class offerings that are reaching students outside the Tucson campus by 2017.

Graduate Education:

- Objective 1: Create an additional doctoral program in health behavior and health promotion.
- Objective 2: Create more integrated instructional programs within MEZCOPH that bring together expertise from its various divisions and sections, e.g., environmental health epidemiology, maternal and child epidemiology, environmental policy, etc.
- Objective 3: Develop and institutionalize additional service learning programs.
- Objective 4: Develop a state-of-the-art online MPH program.
- Objective 5: Expand the college's engagement with the AHSC Inter-professional Education Program.

- Strategy 1: Expand support staff to work with additional students and community partners.
- Strategy 2: Increase infrastructure to develop, market and deliver online learning that meets MEZCOPH's standards.

- Metric 1: Start accepting doctoral students into the Health Behavior Health Promotion Section by fall 2015.
- Metric 2: Create at least 1 new graduate programs that integrated faculty across MEZCOPH sections by fall 2014 and 2 additional programs by fall 2017.
- Metric 3: Establish an online MPH concentration that accepts its first students by fall 2014.
- Metric 4: Have 15% of our graduate students participate in the Inter-professional Education and Practice Program by fall 2014 and 30% by fall 2016.
- Metric 5: Demonstrate that 80% of students were satisfied with the education that they received from MEZCOPH.

Phoenix Campus:

- Objective 1: Expand the number of courses that are offered by the Public Health Practice Program on the Phoenix Campus.
- Objective 2: Provide additional graduate programs on the Phoenix campus, including doctoral programs.
- Objective 3: Develop an undergraduate program in public health that will be based for Phoenix.
- Objective 4: Integrate the Arizona Department of Health Services (ADHS) into the MEZCOPH education programs by creating more joint appointments.

Strategy 1: State support is required to increase the number of faculty members and support staff at the Phoenix campus. With continued program growth it will be necessary to also acquire additional office and research space.

Metrics: The growth in Phoenix will need State support (\$1 million over 2 to 3 years)

Metric 1: Create at least one new graduate program in Phoenix by fall 2015

Metric 2: Create at least one new undergraduate program in Phoenix by 2017.

Metric 3: Double the number of joint appointments with ADHS and the Maricopa Department of Health by fall 2015.

Metric 4: Double the number of students taking courses from Phoenix by fall 2016.

Distance Learning Programs:

Objective 1: Expand technical support staff and/or outsourcing for developing distance learning programs and to develop online learning.

Objective 2: Develop online degree programs that allow students the flexibility to study at times available to them.

Objective 3: Develop online certificate programs to have students start programs off campus and reduce their overall personal costs for higher education.

Objective 4: Develop an executive program

Strategy 1: Work with instructional specialists.

Strategy 2: Create entrepreneurial teams. Consider current interest in online MEZCOPH programs, as well as general interest (found through marketing services) when deciding which programs to offer via distance. Increase input from workforce about what is needed.

Strategy 3: Explore the feasibility of working with UA infrastructure and/or external vendors. The time & financial aspects present the challenges.

Strategy 4: Test models.

Metric 1: Double the number of online courses developed by MEZCOPH by Fall 2016.

Metric 2: Develop at least one distance degree program by fall 2014.

Metric 3: Develop an executive graduate program by fall 2015

Metric 3: Triple the number of students taking distance learning courses by fall 2015.

Metric 4: Track the time it takes undergraduate students to graduate and reduce it over a 5 year period.

Metric 5: Provide a cost effective distance learning program that expands the number of students getting undergraduate and graduate degrees.

MEZCOPH Research Excellence Strategic Goal Area *(create distinctive and internationally recognized contributions to the advancement of fundamental knowledge and scholarship and to the solutions of the world's most pressing grand challenges)*

MEZCOPH RESEARCH GOALS

Advance fundamental, translational, and applied research that addresses the health needs of diverse populations and aims to make a profound and measurable impact on the health and well-being of Arizonans and those living in the Southwest.

1. Increase extramural research funding.
2. Strengthen research in key thematic areas.

Objective 1: Improve collaborations within the College, University, and with community partners.

- **Strategy 1.1:** Collaborate with the College's marketing department and CAB to create research marketing materials. (See also Strategy 4.2) To be completed by: 12/2013.
- **Strategy 1.2:** Network with other researcher entities on campus. To be completed by: Ongoing
- **Strategy 1.3:** Improve national visibility by attending conferences and presenting MEZCOPH research. To be completed by: Ongoing
- **Strategy 1.4:** Redesign web view to facilitate searching of research by subject area or key word and add faculty CVs. To be completed by: 2/2013.
- **Strategy 1.5:** Create and promote research themes. To be completed by: 6/2013.
- **Metric:** Track number of collaborative grants (i.e. grants with researchers outside of MEZCOPH).

Objective 2: Expand infrastructure for research administration in the business and research offices.

- **Strategy 2.1:** Create written policies and procedures for submitting grants through MEZCOPH to ensure adequate time for your review. (See also Strategy 6.1) To be completed by: 3/2013.
- **Strategy 2.2:** Conduct hire of program manager to assist with grant submission for new investigators. (See also Strategy 6.2) Completed in 2012
- **Strategy 2.3:** Conduct hire of accountant for increased faculty post-award administration support. To be completed by: (pending resources)
- **Metric:** Policies and procedures created and provided to faculty.

Objective 3: Develop models of sharing support research staff to expand research capacity and infrastructure.

- **Strategy 3.1:** Create a lab manager position to support laboratory related research. To be completed by: 6/2013 (pending resources).
- **Strategy 3.2:** Create spreadsheet of appointed professionals' expertise and funding level so faculty can use in developing grant proposals and filling TBA grant positions. Will also create stability for these core research staff. To be completed by: 12/2013.
- **Strategy 3.3:** Conduct hires of program managers for thematic areas. (See also Strategy 7.4, 9.3 and 10.4) To be completed by: 6/2017 (pending resources).
- **Metric:** Obtaining a major research grant in each key thematic area of research.

Objective 4: Improve marketing of the College's research expertise as well as timely marketing of the College's research accomplishments.

- Strategy 4.1: Develop research themes for marketing use. To be completed by: 2/2013.
- Strategy 4.2: Collaborate with the College's marketing department and CAB to create research marketing materials. (See also Strategy 1.1) To be completed by 6/2013.
- Strategy 4.3: Work with the Community Advisory Board (CAB) to develop a marketing plan. To be completed by 6/2013.
- Strategy 4.4: Research office to network with other entities on campus to promote MEZCOPH research. To be completed by: Ongoing.
- Metric: Track the impact of new research marketing materials on the number of new collaborations and/or donors.

Objective 5: Expand MEZCOPH's potential for research on the Phoenix campus.

- Strategy 5.1: Conduct a faculty hire with expertise in clinical and epidemiological research to support research development in Phoenix. (See also Strategy 12.3) To be completed by: 12/2014 (Pending on state funding).
- Strategy 5.2: Conduct Program Manager hire for research office support of Phoenix initiatives. To be completed by 12/2014 (Pending on state funding).
- Strategy 5.3: Conduct business office hire for research support of Phoenix initiatives. To be completed by 12/2015 (Pending state support).
- Metric: Research funding of \$500,000 per year 2015/16 (pending state support).

Objective 6: Facilitate success of new investigators.

- Strategy 6.1: Create written policies and procedures for submitting grants through MEZCOPH to allow enough time for proper review. (See also Strategy 2.1) To be completed by: 3/2013.
- Strategy 6.2: Conduct hire of a new support staff to support the increasing number of faculty and students in the division and the complexity of the new UA Access system. To be completed by: 1/2013.
- Strategy 6.3: Provide support from the research office to ensure appropriate scientific mentoring for all new investigators. To be completed by: Ongoing.
- Strategy 6.4: Provide grant review prior to submission for new investigators. To be completed by: Ongoing.
- Strategy 6.5: Provide a monthly faculty development lunch session for junior faculty that alternates between education and research topics. To be completed by: 6/2013.
- Strategy 6.6: Provide sample grants and template grant pieces on intranet. To be completed by: 6/2013.
- Strategy 6.7: Create written information on what services can be expected from the MEZCOPH business office. To be completed by 6/2013.
- Strategy 6.8: Associate Dean for Research to encourage faculty hiring within research themes. To be completed by: Ongoing.
- Metrics:
 - Percent of senior faculty grants submitted with junior faculty included,

- Percent of junior faculty funded within two years,
- Satisfaction of junior faculty with research office support.

Objective 7: Strengthen research in Lifestyle Behaviors and Health.

- **Strategy 7.1:** Conduct two faculty hires with expertise in physical activity, nutrition and/or obesity research. To be completed by: 12/2013.
- **Strategy 7.2:** Conduct two post-doctoral hires with expertise in physical activity, nutrition and/or obesity research. To be completed by: 12/2013.
- **Strategy 7.3:** Create a Nutrition/Obesity Research Center to bring together basic science and clinical investigators to enhance and extend effectiveness of research related to nutrition and obesity and related disorders. To be completed by: 2014/15.
- **Strategy 7.4:** Conduct a faculty hire with expertise in clinical and community trials and analysis of non-randomized trials. (See also Strategy 8.2 and 10.4) To be completed by: Part of the NIH Center grant submission in 2014/15.
- **Metrics:**
 - Hire 3 faculty and 2 post-doctoral fellows by fall 2013
 - Track number of submitted and funded grants in healthy lifestyles in the next 2 years
 - Successful NIH and/or RWJ funding for the Obesity Research Center by 2015.

Objective 8: Strengthen our capacity for Health Informatics, Biostatistics, and Evaluation.

- **Strategy 8.1:** Conduct a faculty hire with expertise in managing and analyzing high dimensional biomedical data and large databases. (See also Strategy 10.3 and 12.3) To be completed by: (pending SPIFI).
- **Strategy 8.2:** Conduct a faculty hire with expertise in clinical and community trials and analysis of non-randomized trials. (See also Strategy 7.4) To be completed by: Part of the NIH Center grant submission in 2014/15.
- **Strategy 8.3:** Conduct a faculty hire with expertise in clinical and epidemiological research to support research development in Phoenix. (See also Strategy 5.1) To be completed by: 12/2017 (Pending state support).
- **Strategy 8.4:** Conduct hires of two IT specialists to support research and large databases. (See also Strategy 10.6) To be completed by: (pending resources for the Centers).
- **Metrics:**
 - Track funding that uses the health informatics, biostatistics and evaluation core, Submission/rejection rates for grants that use this core.
 - Track support to AHSC and UA projects
 - Track number of trained PhD students

Objective 9: Strengthen and expand research and training opportunities in Global Health

- **Strategy 9.1:** Conduct two faculty hires in infectious disease epidemiology.
- **Strategy 9.2:** Hire a coordinator
- **Strategy 9.3:** Expand global research
- **Strategy 9.4:** Develop training, technical support, and dual degree, and exchange programs

- Metrics:
 - Complete 2 faculty hires in infectious diseases by 2013
 - Track number of submitted and funded grants & educational and training activities

Objective 10: Strengthen Research in Health Care Services Research.

- Strategy 10.1: Conduct two faculty hires in Health Services Research, one with expertise in Economics. To be completed by 6/2013.
- Strategy 10.2: Create the Center for Policy Analysis, Rural Research Initiatives and Border Health Alliances (PARRIBHA). Identify and rapidly respond to opportunities at the state, federal and bi-national levels to develop practical solutions for Arizona's health system that improve health outcomes, enhance access to quality health care, reduce health inequities, assess cost efficiency and assure accountability. Build on expertise in health services research, economics, and policy analysis. To be completed by: 6/2014 (pending resources).
- Strategy 10.3: Conduct a faculty hire with expertise in managing and analyzing high dimensional biomedical data and large databases. (See also Strategy 8.1 and 12.3) To be completed by: 6/2014 (pending resources).
- Strategy 10.4: Conduct a program manager hire to support the PARRIBHA Center. (See also Strategy 3.3) To be completed by: (Pending resources).
- Strategy 10.5: Work broadly across UA Colleges, Centers, MEZCOPH Divisions and Sections to house large databases and provide data for health services research and policy analysis such as for the new Electronic Medical Record (EPIC), and an all payer claims database for Medicaid and plans offered on the state or federal exchange. To be completed by: 6/2015.
- Strategy 10.6: Conduct hires of two IT specialists to provide support for PARRIBHA Center large databases. (See also Strategy 8.4) To be completed by 12/2014 (pending resources).
- Metric: Track grant funding in Health Care Services Research, Submission/rejection rates for grants in this area.

Objective 11: Strengthen research in Advancing Health Equity for Diverse Populations.

- Strategy 11.1: Conduct a faculty hire in health education/health promotion with focus on respiratory disease. Must have PhD in Health Education/Health Promotion or Health Behavior so can contribute to development of PhD program. To be completed by: 12/2014.
- Strategy 11.2: Conduct a faculty hire in health education/health promotion with expertise in indigenous populations. Must have PhD in Health Education/Health Promotion or Health Behavior so can contribute to development of PhD program. To be completed by: 12/2017(pending resources).
- Strategy 11.3: Hire a faculty in health education/health promotion with expertise in cervical cancer and HPV prevention or school based research in underserved girls. Desired PhD in Health Education/Health Promotion or Health Behavior so can contribute to development of PhD program. To be completed by: 12/2015 (pending resources).
- Strategy 11.4: Conduct a faculty hire with expertise in clinical and community trials and analysis non-randomized trials. (See also Strategy 7.4 and 8.2) To be completed by: 12/2014 (Pending resources).

- **Metric:** Track grant funding in Advancing Health Equity for Diverse Populations, Submission/rejection rates for grants in this area.

Objective 12: Strengthen research in Exposure Science and Risk Assessment.

- **Strategy 12.1:** Create The Exposure Science and Risk Assessment (ESRAC) to provide expertise throughout the University of Arizona/Arizona Health Sciences Center in the areas of human exposure science and risk assessment of chemical, biological and physical hazards to workers and communities. The approach will promote health and safety through identification, exposure and risk assessment, intervention, mitigation and economic impact of identified health risks. Will build on University expertise. To be completed by: 6/2013 (Pending resources).
- **Strategy 12.2:** Conduct a faculty hire with expertise in evaluating the health effects of water disinfection byproducts. To be completed by: 2014/15 (Pending resources).
- **Strategy 12.3:** Conduct a faculty hire with expertise in managing and analyzing high dimensional biomedical data and large databases. (See also Strategy 8.1 and 10.3) To be completed by: 6/2014 (pending resources).
- **Strategy 12.4:** Hire a program manager to support the Exposure Science and Risk Assessment Center. (See also Strategy 3.3) To be completed by 6/2014 (pending resources).
- **Metric:** Track grant funding in exposure science and risk assessment, Submission/rejection rates for grants in this area.

MEZCOPH Community Engagement and Workforce Development Strategic Goal Area

(establish mutually beneficial partnerships with the citizens and institutions of Arizona, the nation, and the world so that our communities are actively engaged in the exciting work of The University of Arizona)

MEZCOPH COMMUNITY ENGAGEMENT AND WORKFORCE DEVELOPMENT GOALS

1. Ensure that faculty and academic professionals are involved in community engagement, outreach, practice and service activities that focus on four categories: eliminating health disparities, building and strengthening collaborations, targeting Health People goals 2020, and Public Health Preparedness.
2. Ensure that the MPH student internships are community based (outside of MEZCOPH) and focused on community outreach practice and service activities that emphasize eliminating health disparities, building and strengthening collaborations, targeting Health Arizona Goals, and public health preparedness.
3. Ensure community engagement, practice and service presence in all 15 counties.
4. Ensure that faculty and academic professionals are involved in the delivery of workforce development/continuing education activities to diverse audiences.

Objective 1: Faculty and APs are involved in service that creates health equity, builds and strengthens collaborations with community partners, targets the USA Health People 2020 Goals, and focuses on Public Health Preparedness.

- **Strategy 1.1:** Increase discussion of methods for ensuring IDC rates on service contracts that are viable for community organizations and local governmental entities including: standard

language for justification of waiver, separating out contracts for service and technical assistance, utilizing the Foundation and/or other entity which could be established for community contracts.

- Strategy 1.2: Increase understanding of the definition of community engagement by establishing a common definition of community engagement, community engaged scholarship, and community service.
- Strategy 1.3: Maintain dialogue with faculty regarding the importance of community engagement including providing national documents and articles defining community engagement as an important area for annual work plans and P& T; establish better data collection mechanisms within the APR to document community engagement; explore other department models for community based faculty.
- Strategy 1.4: Strengthen information regarding APs skill set, experience, areas of focus and funding availability through an online matrix of this information which is available College wide for grant writing and funding support.
- Strategy 1.5: Investigate models of continuing status in other Colleges that might be appropriate for academic professionals.
- Metrics: Ensure that no fewer than 50% of faculty and APs are involved in community engagement, outreach, practice and service activities that focus on priority categories.

Objective 2: Ensure that our internships provide students with a “real world” experience.

- Strategy 2.1: Continued tracking of internships through student documentation form.
- Strategy 2.2: Emphasize importance of internships which are external to the College.
- Metrics: No fewer than 75% of the MPH student internships are community based.

Objective 3: Document activities in all 15 Arizona Counties and statewide.

- Strategy 3.1: Convene a CEPAS work group to develop recommendations for community engagement activities which target all of our counties and ensure a statewide presence.
- Metric: Track MEZCOPH programs and initiatives in each county and statewide.

Objective 4: Provide continuing education programs for the Public Health Workforce in Arizona.

- Strategy 4.1: Maintain dialogue with faculty regarding the importance of work force development activities as an important role of a land grant institution.
- Strategy 4.2: Establish better data collection mechanisms within the APR to document workforce development activities.
- Strategy 4.3: Increase discussion of methods for ensuring IDC rates on workforce development’s contracts that are viable for community organizations and local governmental entities including: standard language for justification of waiver.
- Metric: Ensure that no fewer than 50% of faculty and academic professionals are involved in the delivery of workforce development/continuing education activities to diverse audiences

MEZCOPH PRODUCTIVITY GOALS

1. Maximize the College's educational, scientific, and entrepreneurial programs.

Objective 1: Build the College's infrastructure.

- Strategy 1.1: Optimize the educational experience for students (scholarships, service learning, leadership and global experiences).
- Strategy 1.2: Ensure cost-effective management of pre and post award support.
- Strategy 1.3: Support alumni partnerships.
- Strategy 1.4: Support community partnerships.
- Strategy 1.5: Build private-public partnerships.
- Strategy 1.6: Cultivate donors to support student and faculty research.
- Metrics:
 - Track the number of new students scholarships, alumni, community and private-public partnerships
 - Stabilizing MEZCOPH financial plan by cost effective management of our revenues and expenses to continue supporting the College's growth.

MEZCOPH CROSS-CUTTING INITIATIVE GOALS

Objective 1: Develop and test innovative approaches to support the growth of MEZCOPH

- Strategy 1: Create a center for Student Internships and Outreach that is academic-based with the representation from community leaders and UA leaders (e.g. a well-organized infrastructure for all undergrad and graduate & global internships).
- Strategy 2: Work with other colleges to leverage courses and enhance student centered learning.
- Strategy 3: Take advantage of technology and models utilizing qualified instructors from afar.
- Strategy 4: Link specific goals for growth with resources and define growth based on quantitative metrics beyond number of students such as diversity and quality of students.
- Strategy 5: Identify additional appropriate space for faculty.
- Strategy 6: Work with other colleges to apply for large multidisciplinary grants.
- Strategy 7: Explore opportunities for joint faculty hires.