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.

1.4.a One or more organizational charts showing the administrative organization of the school, indicating relationships among its offices, departments, divisions or other administrative units.

The college is managed by the Office of the Dean, organized into five departments, and houses the Tennessee Institute of Public Health, the Tennessee Public Health Training Center, and other research units.

1.4.a Figure 1 College of Public Health Organizational Structure

*The Field Internship Coordinators are serving in lieu of the Assistant Dean for Public Health Practice.
1.4.b Description of the roles and responsibilities of the major units in the organizational chart.

The following are general descriptions of roles and responsibilities of key administrative positions. Detailed descriptions are found in the bylaws (see Resource File) as they pertain to leadership.

**Dean**
The dean is the executive officer of the college, appointed according to the university policies with authority as delegated from the president, the chancellor, and the TBR. The dean is a member of the faculty, represents the faculty, and serves as spokesperson for the college at meetings and events.

**Associate Dean for Academic Affairs**
Serves as academic officer and faculty liaison and is responsible for interpreting policies and procedures, coordinating academic activities, overseeing program coordinators, overseeing the building coordinator and providing leadership, direction, and administrative oversight for all matters related to academic affairs including program delivery.

**Associate Dean for Research**
Responsible for the development and implementation of a Research Strategic Plan, for coordinating the mentoring of junior faculty in research, and for assuring representation of the college on issues related to research. The research dean oversees the Research Academy and other research personnel in the college.

**Associate Dean for Quality and Planning**
Responsible for assessment of learning outcomes, evaluation processes, and data systems, guides the use of evaluation results for quality improvement, and provides leadership for strategic planning.

**Assistant Dean for Student Services**
Responsible for coordinating and implementing plans for student recruitment and retention, alumni relations, career and professional development activities, marketing and outreach, and support of student organizations.

**Assistant Dean for Finance and Administration**
Responsible to the dean for oversight and management of fiscal matters and ensures compliance with college, university, TBR/THEC and federal policies including oversight of hiring practices.

**Assistant Dean for Public Health Practice**
Responsible for developing and coordinating practical experiences of public health students, conducts preceptor surveys and incorporates findings into the college strategic planning process. The field internship coordinators, two newly created positons, have been serving in lieu of the assistant dean for public health practice since fall 2013.

**Department Chairs**
Faculty members who serve as departmental leaders while responsible for administration and delivery of educational programs, oversight of research and service, and resource allocation in the departments.

**DrPH Coordinator**
Assists the associate dean for academic affairs by coordinating activities related to the DrPH program, with a focus on assuring coordination and collaboration among the participating departments.

**MPH Coordinator**
Assists the associate dean for academic affairs by coordinating activities related to the MPH program, with a focus on assuring coordination and collaboration among the participating departments.
PhD/MSEH Coordinator
Assists the associate dean for academic affairs by coordinating activities related to the academic degrees in environmental health, including the MSEH and PhD programs.

BSPH Coordinator
Assists the associate dean for academic affairs by coordinating activities related to the BSPH program, with a focus on assuring coordination and collaboration among participating departments.

Program Director - Tennessee Institute for Public Health
Responsible for providing a neutral convening opportunity for academic public health, public health practice, and governmental stakeholders in matters pertaining to public health policy.

Program Director – LIFEPATH, the Tennessee Public Health Training Center
Responsible for oversight and execution of the college workforce development efforts, including recruitment and retention of trainees and relationships with the workforce, employers and administration.

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

There are three levels at which inter-professional coordination and collaboration occur:

1) Within the college: the Leadership Council includes the department chairs and the associate and assistant deans (and invited guests) and meets every other week.

2) Within the Academic Health Science Center (AHSC): The AHSC deans meet, as a group, three times a month with the vice president for health affairs. Additionally, there is an Inter-Professional Education and Research Committee that includes faculty and students from each AHSC college.

3) Across the university: The college participates in virtually all standing committees on campus. At a leadership level, R. Wykoff participates in the Deans’ Council and Academic Council.

Participatory Management
The university is run on the principle of participatory management with stakeholders from multiple disciplines involved in decision-making. This is evident in the number of meetings that are regularly held between the leadership of the university and the colleges. All of the university’s major committees include representatives from each college or a cross-sectional representation. The Academic Council and Deans’ Council includes membership from every college and meets at least monthly. The health science deans also meet with the vice president for health affairs three times per month.

The college is committed to participatory leadership in all of its internal dealings. The mission, vision, and core values, developed by consensus of all faculty and staff in 2007 and updated in 2013, clearly reflect a commitment to excellence, teamwork, and internal support. College leaders assure that standing and ad hoc committees and workgroups represent a cross-section of disciplines and professional backgrounds, roles, and perspectives (see Criterion 1.5). Departments are systematically represented both in the leadership and membership of all college committees. Students are engaged in all committees as appropriate. The college Leadership Council meets fortnightly during the academic year.

Commitment to Interdisciplinary/Inter-professional Education, Research, and Service
Inter-Professional education is at the heart of the student and faculty experience at ETSU. The university Inter-professional Education and Research Committee (IPERC) is charged with assuring a path to inter-professional competency attainment by all AHSC graduate and professional students, a goal
supported by the deans and the vice president for health affairs. Inter-professional education and research is a leading initiative of the vice president for health affairs. ETSU became deeply involved with inter-professional education in the 1980s, with the awarding of an inter-disciplinary Kellogg Partnerships. Currently, there are inter-professional courses within the health sciences and incentives for inter-professional research. Faculty from health science colleges present lectures in other classes and have co-taught classes with faculty from other colleges.

The Office of Rural and Community Health and Community Partnerships began in 1990 as a Kellogg Foundation Initiative for Rural Health and was continuously funded until 2012. More than 20 funded projects over more than 15 years were conducted with multiple cohorts of engaged community partners yielding substantial community buy-in and sustainability. This success was the basis and fertile ground for what has become an innovative and far-reaching inter-professional education effort at ETSU.

The college has been at the forefront of several inter-professional education programs. The interdisciplinary, community-based “Community Partnerships for Health Professional Education Program” has to date included over 600 medical, nursing, and public health students in rural community-based interdisciplinary courses. There are also several centers of excellence and programs that reflect the university’s commitment to collaborative education, including the Center of Excellence in Math and Science Education, Center of Excellence in Early Childhood Learning and Development, Center of Excellence in Appalachian Studies and Services, and the Women’s Studies program.

The college participates in several interdisciplinary educational efforts on campus and has maintained eight or more interdisciplinary courses in each of the last eight years. The Health Care Management Graduate Certificate is an 18-credit hour online program focusing on leadership and strategic management skills. Faculty from the Colleges of Public Health, Business and Technology, and Nursing design and teach courses in this program. Courses are cross-listed and can be applied towards advanced degrees in each college. The Gerontology Graduate Certificate includes core courses and guided electives offered by nine departments in six colleges. Additionally, public health faculty members teach in other programs. Health sciences faculty have taught a microbiology course for the College of Pharmacy; epidemiology faculty have provided training to the cardiology fellows; and health services management faculty teach students in the College of Clinical and Rehabilitative Health Sciences. Conversely, colleagues from other colleges teach public health students. For example, nutrition faculty teach Principles of Nutrition, a required course for the BSPH Community Health Concentration. The Department of Community and Behavioral Health has co-taught a course in Social Justice with the Department of Philosophy and Humanities. The Leading Voices in Public Health lecture series is frequently co-sponsored with other colleges and student organizations.

There is a strong and effective commitment to research collaboration at the university. The office of the vice provost for research and sponsored programs serves as a coordinating point for research and funded service projects. Within the AHSC, multiple interdisciplinary research projects are being conducted. Within the college, D. Slawson’s work to prevent childhood obesity is done collaboratively with the college of medicine, and R. Pack’s work with prescription drug abuse is done with pharmacy and medicine. The college mission emphasizes “collaboration with public and private partners to identify and meet public health priorities.” To this end, the college frequently meets with community-based organizations to explore potential research and service collaborations. In addition, the college has a strong commitment to community-based research to address priority issues for this region. (See
Criterion 3.1, Research, for a description of and performance data pertaining to interdisciplinary and community-based research).

In 2011, the vice president for health affairs organized the Interprofessional Education Committee (subsequently renamed the Interprofessional Education and Research Committee), a standing university committee charged with exploring mechanisms for graduate and professional health sciences students to enhance their interprofessional competency alongside their professional training. The university is presently in the third year of a pilot effort that has 25% of a one-year cohort of graduate health professions students in medicine, pharmacy, public health, nursing, psychology and allied health engaged in a sequence of courses and/or experiences designed to provide students with interprofessional opportunities. The competencies to be attained by this group are those propagated by the Inter-professional Education Collaborative. The College of Public Health used its “Refugee Experience” as the culminating activity.

The university’s commitment to its region is reflected in the vision and mission. The statement of purpose indicates that “the university pursues partnerships and collaboration as a means of enhancing its institutional effectiveness. It places special emphasis on community-based and interdisciplinary education, on service learning with rigorous student expectations for reflection, on expanding opportunities for students’ intellectual and social development through co-curricular opportunities and academic programs meeting high standards of quality, and on a respect for cultural diversity and programming that enhances global awareness.”

Community service is one of the core values of the college. To help operationalize this commitment, the dean charged an internal workgroup to develop specific goals and objectives related to applied public health and community service. This group included faculty, staff, students, and alumni. The workgroup recommendations were presented to Leadership Council and have subsequently been incorporated into the college strategic plan and self-study. College faculty are frequently involved in community service projects, as shown in Criterion 3.2. The college has also hosted external visitors, both domestic and international, who wish to learn more about the unique public health challenges of rural areas in general and Appalachia in particular.

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 college has a mature and functional infrastructure.
2) The college is a key player in inter-professional education, research and service in the university, state, and region.
3) The college considers its responsibilities to the community to be an integral part of its mission.

**Weaknesses:**

None noted.
**Plans:**

1) Continue to engage as a full participant with AHSC partners in the university’s inter-professional education program effort. The pilot program has graduated its first cohort and enrolled its second cohort in 2013-14.

2) Maintain 50 percent or more of externally funded research grants that are inter-disciplinary, and maintain a substantial proportion of externally funded public health grants that are community-based, as outlined in the 2014-19 Strategic Plan.

3) Expand learning opportunities that enhance collaboration with community partners, including development of additional Academic Health Departments (AHDs) and community-based learning (CBL) courses.