

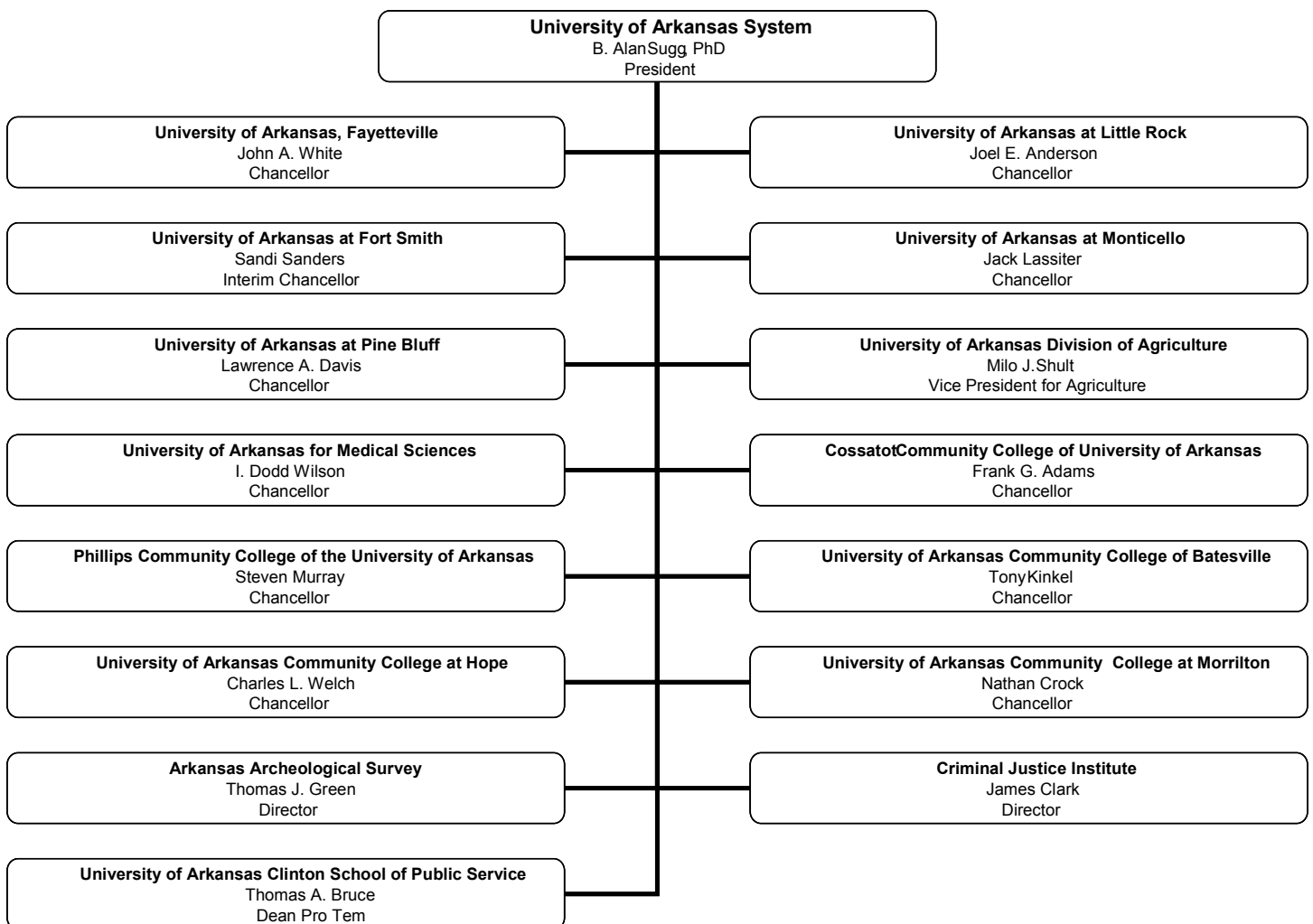
Criterion II: Organizational Setting

- ▶ **CRITERION II.A: THE SCHOOL SHALL BE AN INTEGRAL PART OF AN ACCREDITED INSTITUTION OF HIGHER EDUCATION AND SHALL HAVE THE SAME LEVEL OF INDEPENDENCE AND STATUS ACCORDED TO PROFESSIONAL SCHOOLS IN THAT INSTITUTION.**

II.A.1 A brief description of the institution in which the school is located, along with the names of accrediting bodies (other than CEPH) to which the institution responds.

The University of Arkansas (UA) was established in Fayetteville in 1871 under provisions of the Morrill Land-Grant College Act of 1862. The purpose of this act was to provide a public system of higher education for all qualified persons regardless of their economic or social status. The UA

Figure II-1. Organizational Chart for University of Arkansas



remains committed to this policy. Our basic aim is to provide the finest educational opportunities to all students irrespective of sex, race, color, creed, national origin, or handicap. Originally named the Arkansas Industrial University, the UA enrolled our first students in January 1872 and graduated the first class of five men and four women in 1876. The institution was renamed the University of Arkansas in 1899.

The UA has grown during the past century. It is now a system composed of 11 separate campuses: UA at Fayetteville (UAF); UA at Little Rock (UALR); UA for Medical Sciences (UAMS); UA at Pine Bluff; UA at Monticello; Phillips Community College of the UA; UA at Fort Smith; Cossatot Community College of the UA; UA Community College at Batesville; UA Community College at Morrilton; and UA Community College at Hope. The recently organized Clinton School of Public Service (UACS) is the only school in the system that reports directly to the President and is located next to the Clinton Library, resulting in a 12th campus for the UA. Each of the 12 campuses has its own Chancellor (with the exception of the UACS which is headed by a dean), and the system is administered by a President and Board of Trustees (Figure II-1.)

UAMS is Arkansas' only institution of professional and graduate education devoted solely to the health and biological sciences. First founded as a school of medicine in 1879, UAMS became a medical sciences campus in 1951 with the addition of the College of Pharmacy. The College of Nursing was established in 1953. The College of Health Related Professions was organized as a separate college within UAMS in 1971. The Graduate Program was organized as an extension of the Graduate School of UAF in 1943 and was approved for independent status by the Board of Trustees in 1995. The College of Public Health (COPH) was established in 2001 and renamed as the Fay W. Boozman College of Public Health in 2005.

In fulfilling their educational missions, the six academic units of UAMS (together with the University Hospital, the Area Health Education Centers (AHECs), the Arkansas Cancer Research Center, the Harvey and Bernice Jones Eye Institute, the Donald W. Reynolds Institute on Aging, the Jackson T. Stephens Spine and Neurosciences Institute, the Myeloma Institute for Research and Therapy, the Psychiatric Research Institute, the Arkansas Center for Health Improvement, the VA System, and the affiliated Arkansas Children's Hospital) provide the environment and opportunities for students and practitioners alike to learn and maintain the knowledge and skills they need. These UAMS programs integrate the liberal arts with the biological, physical and behavioral sciences and emphasize lifelong learning for practitioners in the health professions.

UAMS is the principal biomedical research center for the state of Arkansas. In its programs of research, UAMS seeks to stimulate and support scholarly inquiry for both faculty and students to maintain and preserve knowledge and especially to develop new knowledge to address the health needs of the state, the nation, and the world. UAMS values its role of service to the general welfare of the state of Arkansas. This service includes action as a partner in science and health areas to all levels of the educational systems of the state. As the leader in health care, the institution provides educational programs, consultation, and technical advice to other institutions, agencies, and local communities for the purpose of improving and maintaining the health of Arkansans.

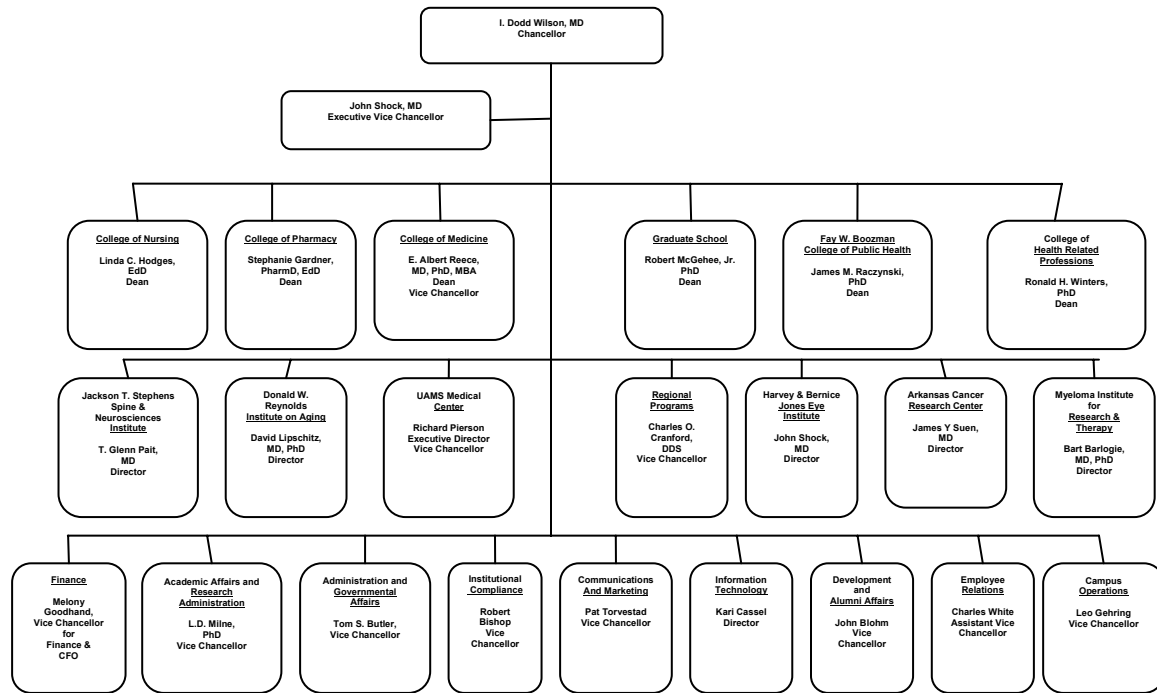
UAMS is accredited by the Higher Learning Commission: A Commission of the North Central Association of Colleges and Schools (NCA). It is undergoing an accreditation review to conclude in 2007. Although a new self-study is in preparation as part of the institution's current review cycle, a

copy of the most recent complete NCA self-study and comments is on file in the UAMS Library. A list of accreditation bodies for the various colleges that compose UAMS is shown in Appendix II.A.

II.A.2 An organizational chart of the university indicating the school’s relationship to the other components of the institution.

UAMS’ official organizational chart is depicted in Figure II-2 (Note: This official organizational chart has not yet been updated to reflect the designation of the Psychiatric Research Institute as a new center of excellence reporting directly to the Chancellor as other designated centers of excellence do.). All six academic units (the Colleges of Nursing, Pharmacy, Medicine, Public Health, and Health Related Professions; and the Graduate School) report directly to UAMS Chancellor, Dr. I. Dodd Wilson.

Figure II-2. Organizational Chart for University of Arkansas for Medical Sciences.



Reprinted from: <http://intranet.uams.edu/forms/Campusorgchart.pdf>

UAMS also has six Centers of Excellence that report directly to the Chancellor: the Jackson T. Stephens Spine and Neurosciences Institute; the Donald W. Reynolds Institute on Aging; the Harvey and Bernice Jones Eye Institute; the Arkansas Cancer Research Center; the Myeloma Institute for Research and Therapy; and the newly designated Psychiatric Research Institute. The Centers of Excellence do not provide academic appointments for faculty; rather, they enlist the participation of faculty with appointments in one or more of the five Colleges. The COPH takes advantage of these mutually beneficial relationships, enjoying full cooperation and access in engaging in teaching, research activities, and service opportunities with the Centers.

The COPH also has substantial interactions with a number of administrative and support divisions, all headed by Vice Chancellors or other administrators who report to the Chancellor. Prominent among these is the Academic Affairs and Research Administration division, which oversees programs which support both the academic programs (e.g., academic computing services, compressed video services, library, and classroom scheduling) and research programs (Office of Research and Sponsored Programs, grants and contracts management, Office of Research Compliance, Institutional Review Board). Other divisions with whom the COPH interacts include: Finance in regard to overall fiscal management; Administration and Governmental Affairs in regard to human resource matters and in coordinating legislative efforts; Communications and Marketing in calling press and public attention to public health issues and opportunities; Development and Alumni Affairs in coordinating college development efforts with those of the University and other units; and Campus Operations on matters related to the physical plant. The Information Technology unit, which provides centralized management for all campus IT services, is also a unit with which the COPH interacts regularly.

II.A.3 A description of the school's relationship to the university's system of governance, to amplify the diagrammatic representation, including budgeting and resource allocation; personnel recruitment, selection, and advancement; and establishment of academic standards and policies.

II.A.3.a Organizational Description

The chief administrative officer of UAMS is the Chancellor, who is responsible to the President of the UA system. Under his leadership, campus affairs are conducted in keeping with state laws and policies established by the President and the Board of Trustees. The Chancellor has complete executive authority on campus.

Administrators reporting directly to the Chancellor are summarized on UAMS' Organizational Chart as depicted in Figure II-2. Deans are the chief administrative and academic officials of the UAMS colleges.

The COPH, led by Dean James M. Raczynski, holds the same degree of autonomy and responsibility as the other five units headed by a dean at UAMS. Dean Raczynski reports directly to the Chancellor and is a member of the Chancellor's Cabinet. He has open and free access to the Chancellor, including frequent private sessions and weekly meetings of the Chancellor's Cabinet to discuss campus policy and direction.

II.A.3.b Budgeting and Resource Allocation

The Vice Chancellor for Finance and Chief Financial Officer, who reports directly to the Chancellor, promulgates the rules and regulations that control the financial operations of UAMS and all UAMS colleges, including the COPH. Many such regulations apply to all state agencies. Nonetheless, the Dean of the COPH has the same level of financial, budgeting, and resource allocation authority as all other UAMS college deans.

The COPH derives our funding from five major sources: (1) state funding as determined by law from Tobacco Settlement sources made available from the Master Settlement Agreement, (2) return of a portion of indirect costs and tuition revenues to the COPH, (3) endowments and gifts, (4) extramural funding, and (5) other sources of state or university funds (these revenue sources are detailed in Table IV-1 and discussed in Criterion IV.1). Although the COPH is the only UAMS academic unit which directly receives Tobacco Settlement funds, other UAMS Colleges also receive “ear-marked” state funding from the legislature, so these five revenue components are similar across all UAMS Colleges, except for the clinical programs which obviously have clinical revenues. Return of a portion of indirect costs and tuition credited to a College and its faculty is determined by a uniform policy across all Colleges that the Chancellor has established. The third revenue source, endowments and gifts, remains small in gifts made directly to the new COPH but is growing. The fourth component, extramural funding, largely derives from extramural funding of grants and contracts and is largely restricted in nature. The final revenue source, “other sources of state and university funds,” consists of discretionary funds that the Chancellor has available to him and which he has agreed to make available to the College. These funds derive from a variety of sources, including indirect costs, clinical revenues, interest from endowments, and other sources.

All deans participate in the same annual budget hearing process with the Chancellor to determine allocations made from the last of these five revenue components, i.e., allocations from other state funds provided by the Chancellor. These budget hearings also address review of the other revenue components, but four of the revenue components (all of those except the last one) are, in essence, fixed by either state law, indirect costs generated from primary faculty grants and contracts, tuition generated from College courses, gifts and endowments to the College, or grants and contracts secured by College faculty. The budget hearings also include review and approval of an overall budget for the College’s next fiscal year, including all revenue sources. This annual resource allocation/negotiation process is uniform across all UAMS Colleges.

II.A.3.c Personnel Recruitment, Selection, and Advancement

Staff members of the COPH are subject to the State Personnel Act (SPA). Staff recruitment and advancement matters are governed by state regulations and administered by the UAMS Office of Human Resources (HR). Some staff members in administrative or professional positions are “non-classified” under the SPA and are therefore exempt from it. For these staff members, the COPH has more control over selection and advancement. The COPH has human resource liaison to the UAMS HR Office who is under the supervision of Mr. West, Administrator of the College, to facilitate and coordinate personnel recruitment, selection, and advancement and to serve as a resource to faculty and staff in the College for all matters related to human relations.

II.A.3.d Establishment of Academic Standards and Policies

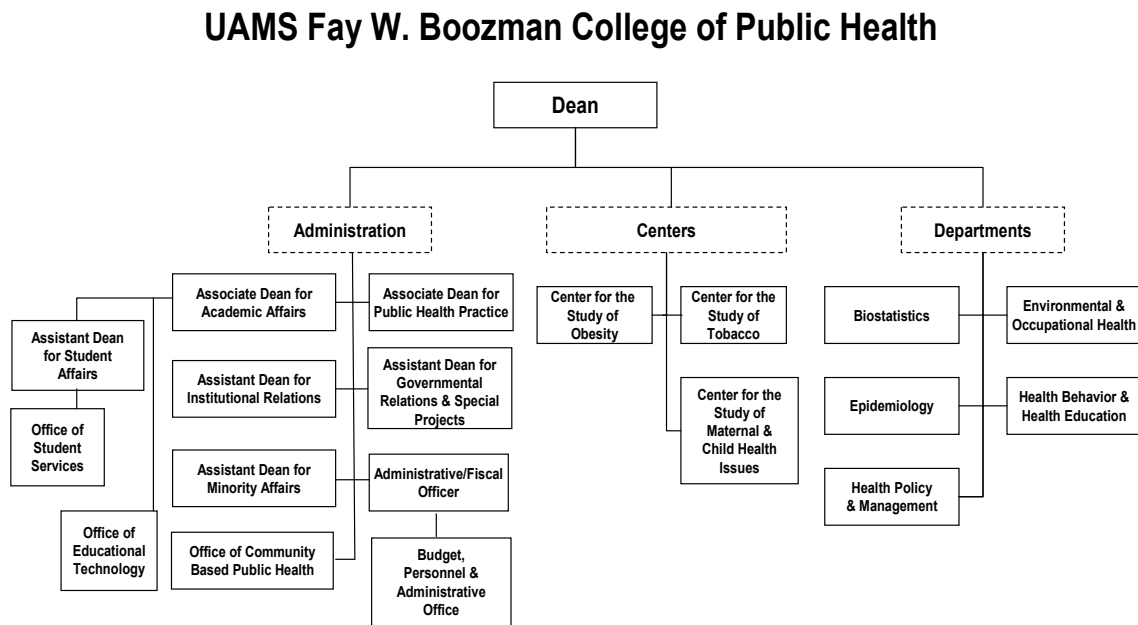
In the UA system, each College is delegated authority to establish academic standards and policies. Overall, the COPH is governed by a College Governance document adopted by the inaugural faculty in July 2001 and subsequently revised as necessary (see Appendix II.B). In the governance document, various committees were established, including a Committee on Academic Standards, which is responsible for overall academic standards and curricular review within the College. The Student Admissions Committee, also established in the college governance statement, is responsible for implementing the admission policies of the COPH, including evaluation of applicants’ files, interviews, and the decision whether to recommend professional (i.e., MPH, DrPH) applicants’ admission into established programs. The inaugural faculty of the COPH set the initial admissions policies in July 2001, and these policies are reflected in the Application for Approval of a New Academic Program, approved by the Board of Trustees of the UA system in September 2001 and by the Arkansas Higher Education Coordinating Board in October 2001. (A copy of this application is available in the Resource File.) The admission requirements appear on the COPH website, in the student handbook, and in the COPH catalog.

II.A.4 Assessment of the extent to which this criterion is met.

This criterion is met. The Fay W. Boozman College of Public Health is an integral part of UAMS, an accredited institution of higher education, and has the same level of independence and status accorded to other professional schools in the institution.

- ▶ **CRITERION II.B: THE SCHOOL SHALL PROVIDE AN ORGANIZATIONAL SETTING CONDUCTIVE TO TEACHING AND LEARNING, RESEARCH, AND SERVICE. THE ORGANIZATIONAL SETTING SHALL FACILITATE INTERDISCIPLINARY COMMUNICATION, COOPERATION, AND COLLABORATION AND SHALL FOSTER THE DEVELOPMENT OF PROFESSIONAL PUBLIC HEALTH VALUES, CONCEPTS, AND ETHICS, AS DEFINED BY THE SCHOOL.**

Figure II-3. COPH Organizational Chart.



II.B.1 An organizational chart of the school, indicating relationships of its component departments, divisions, or other units, with the administration of the school and its components.

The COPH organizational chart is contained in Figure II-3. The Dean, Dr. Raczynski, serves as the chief academic, fiscal, and administrative officer for the College, the same as all other deans of UAMS Colleges. He reports directly to the Chancellor. All departments, offices, center programs, and administrative units within the COPH report to him, including all Associate and Assistant Deans and other personnel within the Dean’s Office.

II.B.2 Description of the relationships indicated in the diagrammatic representation.

The COPH comprises five academic departments, three centers, and an administration which provides the centralized operational, human resources, fiscal, and other services to the units. The Dean has chief executive authority over the COPH. He is assisted by two associate deans, one

responsible for overseeing academic and student affairs and the other for managing the public health practice aspects of the college. Other positions in the administrative structure are described in the following section. The department chairs and interdisciplinary center directors all report to the Dean. While the organizational structure appears segmented on paper, the components are highly integrated through the educational, research, service, and administrative functions of the college.

II.B.2.a Administration

The administration of the COPH operates under the Dean's Office and comprises the following positions and areas of responsibility:

Associate Dean for Academic Affairs

Katharine E. Stewart, PhD, MPH, serves as Associate Dean for Academic Affairs and is responsible for operations related to the curriculum, academic policy, accreditation, faculty development, and executive/continuing education. She serves as a full voting member of the Dean's Executive Committee (DEC), as chair of the Committee on Academic Standards and as the Liaison to the Honor Council. She represents the College on a variety of university committees, including the Advisory Committee to the Vice Chancellor for Academic Affairs and Research Administration. Dr. Stewart is an Associate Professor in the Department of Health Behavior and Health Education.

Associate Dean for Public Health Practice

Joseph H. Bates, MD, MS, Deputy Director of the Arkansas Department of Health and Human Services Division of Health (DOH) and Chief Science Officer for the DOH, serves as the Associate Dean for Public Health Practice. Dr. Bates is the official liaison with the DOH and the permanent Vice Chair of the Dean's Executive Committee. He participates actively in the long-range planning for the COPH. He is a Professor in the Department of Epidemiology, and a UAMS Professor of Medicine and Microbiology.

Assistant Dean for Student Affairs

Jan Richter, EdD, Assistant Dean for Student Affairs, oversees the activities of the College's Office of Student Services, including student recruitment, admissions, registrar activities, student advising, career services and alumni affairs. Dr. Richter chairs the COPH Admissions Committee, and serves as Liaison to the Student Council. She shares responsibility with the Associate Dean for Academic Affairs on such matters as oversight of preceptorship and integration courses. The Assistant Dean for Student Affairs reports to the Associate Dean for Academic Affairs to ensure coordination of their respective responsibilities.

Assistant Dean for Governmental Relations and Special Projects

Willa Black Sanders, MPA, is the Assistant Dean for Governmental Relations and Special Projects for the COPH. Ms. Sanders acts as the legislative liaison for the COPH. She assists the Dean and COPH faculty with regular legislative appearances on public health related issues before legislative committees and acts as legislative advisor and assistant with public health projects developed in response to legislative requests; coordinates development and dissemination of an annual report to the Governor, legislators, and the people of Arkansas; and works to encourage appointment of COPH faculty to legislatively formed health task forces/committees. She works with municipal officials and state agencies on possible COPH collaborations, is responsible for reports to the Tobacco Settlement Commission, and is the RAND contact for the COPH. She works on various special projects for the Dean and the College.

Assistant Dean for Institutional Affairs

Diane Mackey, JD, serves as Assistant Dean for Institutional Affairs, functioning as a liaison for the College to a number of institutions and organizations throughout Arkansas, including the Division of Health, the Arkansas Hospital Association, the Arkansas Children’s Hospital, and the University of Arkansas at Little Rock. She also serves as the College’s Director of the JD/MPH program. Finally, Ms. Mackey is taking the lead in working with the William H. Bowen School of Law to establish a Center for Public Health Law, as well as other joint projects between the COPH and the law school.

Assistant Dean for Minority Affairs

Eduardo R. Ochoa, Jr, MD, serves as Assistant Dean for Minority Affairs and as permanent chair of the Minority Recruitment and Retention Committee. Dr. Ochoa coordinates the activities of the COPH in contacting prospective minority students interested in public health and health-related fields, and advises the COPH regarding recruitment and retention of minority faculty.

College Administrative/Fiscal Officer

Mr. Rod West is the COPH’s Administrator with broad responsibilities for fiscal, personnel, information technology, and facilities administration. Mr. West and his staff provide direct assistance to COPH faculty and administrators in matters related to grants and contracts development and management, accounts management, human resource management, information technology support and development at the College level, and oversight of COPH facilities.

Office of Educational Technology

Tom Rimmer, ScD, serves as Director of the Office of Educational Technology, an office that reports to the Associate Dean for Academic Affairs. This office is charged with increasing the use of various educational technologies in the delivery of COPH educational programs (degree-granting, continuing education, and others). This includes: (1) supporting increased distance-based coursework or educational programs as part of the College’s mission to provide public health education throughout Arkansas; and (2) encouraging faculty to use technology in innovative ways as part of the education process, particularly to increase students’ competency in the use of technology as part of the practice of public health. The office works with the Associate Dean of Academic Affairs to ensure coordination of these activities with curriculum development and faculty development activities, and works with campus-wide groups such as the Office of Educational Development.

Office of Community-Based Public Health

Mary Kathryn “Kate” Stewart, MD, MPH, directs the Office of Community-Based Public Health, an office that reports directly to the COPH Dean. This office works to develop and maintain close partnerships with selected communities which serve as model programs of community-based participatory public health; provides resources for faculty, staff, and students on related research and service programs; and develops grant applications and conducts funded projects involving community-based participatory research.

II.B.2.b Academic Departments

The five academic departments in the COPH are as follows:

- Biostatistics (Paula Roberson, PhD, Chair)
- Environmental and Occupational Health (Jay Gandy, PhD, Chair)
- Epidemiology (Fred Kadulabar, PhD, Chair)
- Health Behavior and Health Education (Carol E. Cornell, PhD, Interim Chair)
- Health Policy and Management (Paul Halverson, DrPH, MHSA, Chair; Glen Mays, PhD, MPH, Chair, *pro tem*)

Each department is headed by a chair. Some departments, at the discretion of the chair and department members, have vice-chairs. Professional degree students in the MPH and DrPH programs are admitted to the COPH through a central admissions process. Admission to the MHSA degree program is managed by the Department of Health Policy and Management, because this is a specific program of specialization housed in the Department. Admission to the MS program in Occupational and Environmental Health is managed in accordance with Graduate School policies by participating faculty in the Department of Environmental and Occupational Health, where the degree is housed; applications for the Health Systems Research PhD program are also subject to the same Graduate School policies and are managed by participating faculty in the Department of Health Policy and Management, the department in which the program resides. The MPH program is a college-wide program, but offers students the option of selecting typically after completion of their core courses either a generalist course of study or a specialty track in one of the College's departments.

MPH students are assigned a faculty advisor upon their selection of a specialty or generalist track. MHSA students and DrPH students are assigned a faculty advisor upon admission to the program, but are permitted to change advisors as their interests and activities develop. All students have access to the Administrative Student Advisor at all times, providing them with a consistent and knowledgeable source for matters related to requirements, policies, and procedures. General academic requirements, including policies on academic progress and promotion, for COPH degree programs are established and reviewed by the Committee on Academic Standards. Although departments may establish additional requirements for students specializing in their programs, such policies cannot contradict the general requirements of the COPH. Program descriptions for all certificate and degree programs, including departmental specialty track programs within the MPH, are provided in Criterion V.

II.B.2.c Other Institutes, Centers, and Programs

Although other institutes, centers, and programs outside of the COPH are actively engaged in partnership with the COPH, three programs of significance reside within the COPH: the Center for the Study of Tobacco, the Center for the Study of Obesity, and the Center for the Study of Maternal and Child Health Issues. With the disciplinary nature of our departments, these interdisciplinary center programs form a matrix structure for the COPH as depicted in Table II-1 and described further in Section II.B.3. The centers are charged with developing a research program in their area of focus, developing collaborations with interdisciplinary faculty, supporting with departments attention to their area of focus in the College's curricula, and offering students and other trainees with training opportunities within their area of focus, primarily through their research programs; however, the centers neither provide primary faculty appointments nor offer degree programs – both faculty primary appointments and degree programs can only provided by departments.

Center for the Study of Tobacco

Tobacco use is the most prevalent preventable risk factor for morbidity and mortality in Arkansas as it is throughout the nation. While much has been accomplished in recent years, new approaches are needed to lower smoking prevalence by preventing initiation of tobacco use and promoting cessation among high-risk age, gender, income, and ethnic groups. Researchers collaborate with experts from epidemiology, health education, maternal and child health, environmental health, statistics, and health policy to address a more integrative and innovative approach to tobacco prevention and control. This work is done in collaboration with the DOH Tobacco Prevention and Control Program, the Center for Addictions Research (CAR), Centers for Mental Healthcare Research, the Department of Pharmacology and Toxicology in the College of Medicine, the Arkansas Cancer Research Center, the Arkansas Center for Health Improvement, and the Arkansas Cancer Coalition. Warren Bickel, PhD, directs the Tobacco Center within the COPH and also serves as the Director for the CAR, providing an overarching umbrella for the study of addictive behaviors which spans the Colleges of Medicine and Public Health and collaborates with other entities both within and outside of UAMS.

Center for the Study of Obesity

Obesity is the second leading cause of preventable morbidity and mortality. Delia Smith West, PhD, heads the Center for the Study of Obesity, which is developing a core group of investigators focusing on behavior change and policy approaches. This Center houses the newly-created Governor Sidney S. McMath Professorship in Obesity Prevention, which was endowed through a health-related, multi-state legal settlement. The professorship will support recruitment of a senior faculty member with a focus on control and prevention of obesity; enable the professor to work with the college to develop an obesity prevention curriculum; and allow the college to better serve the state, governor and legislature as a resource and advocate for public health.

Center for the Study of Maternal and Child Health Issues

Substantial public health issues of mothers and their children exist in Arkansas. MCH programs constitute a substantial focus of the DOH, as they do for all state health departments, and the Arkansas Children's Hospital is 1 of the 10 largest children's hospitals in the country and is where the UAMS Department of Pediatrics faculty, residents, fellows, and other healthcare staff practice. Since DOH staff and pediatrics faculty are substantially involved through secondary and adjunct appointments and as students in the COPH, a Center for MCH Issues recently evolved (formed in January 2006) as a strategic priority in the College. The Center is developing to focus programs on maternal and child issues in meeting the College's Mission and to provide a vehicle to ensure linkage to existing programs and resources. Originally organized as a Department of MCH in the COPH, it became clear that College resources were insufficient to allow the development of a viable department while meeting the core function development and other priorities of the new College. To maintain a focus on developing MCH-related research and service programs, as the college is doing with tobacco and obesity, a Center for MCH was developed. Richard Nugent, MD, MPH, serves as the director of this center in addition to serving as Chief of the Family Health Branch of the Center for Health Advancement in the DOH.

II.B.2.d Student Organizations

Students in the COPH are represented by the Student Council, the Honor Council, and the Delta Omega Honorary Society (Beta Delta Chapter). The purpose of the Student Council is to advance

the interests of enrolled students in the COPH and to serve as an exemplar of public health values and principles. The Student Council is responsible for developing its own programs and procedures. Recommendations involving COPH policies and/or resources are submitted to the Dean's Executive Committee and the Dean for final consideration. The objective of the Honor Council is to establish and maintain high ethical standards through regulatory self-discipline, to uphold the letter and spirit of the Honor Code, to educate the COPH community regarding the Honor Code and academic integrity issues, to foster good will among public health and other health professions students, and to promote educational and societal principles of excellence for the public health profession in general. The COPH chapter of the Delta Omega Honorary Society was approved by the national Delta Omega organization in December 2005. One student, one faculty member, one alumna, and two honorary members were selected for induction into Delta Omega for academic year 2005-2006.

II.B.3 Description of the manner in which interdisciplinary coordination, cooperation, and collaboration are supported.

The interdisciplinary coordination, cooperation, and collaboration of the COPH were established from our inception with the appointment by the Chancellor of an interdisciplinary planning committee in January 2001. Since that time, the COPH has worked to develop integrated relationships within UAMS, with other institutions of higher education, and with public and private health affiliates to undergird the College's teaching, research, and service efforts.

The COPH is an innovative model for collaborative scholarship in public health, particularly in our work with the Division of Health (DOH). The DOH linkage is critical to meeting the College's Mission because of the uncommon situation in Arkansas, in which it serves as the only health department, maintaining health units in all counties (no separate county or city health departments exist in Arkansas). Mutually beneficial relationships are flourishing due to consistent leadership communication, strategic planning, and a careful balance of traditional and contemporary approaches to teaching and research.

Collaboration is also evident in most on-going COPH research programs. Many COPH faculty members participate in research that addresses overarching themes identified through the COPH strategic planning process and reflected in our Vision and Mission statements. Focusing on interdisciplinary approaches, the COPH's research emphasizes community-based public health methods, as endorsed in the Institute of Medicine's report *The Future of the Public's Health in the 21st Century*. To ensure interdisciplinary coordination and collaboration across departments in areas of high priority, the COPH developed our three current centers and a Community-Based Public Health Committee with representation from all departments (CBPHC – see Criterion VI for full description). Each program has its own director, or chair in the case of the CBPHC, who reports directly to the Dean. Center Directors also serve as members of the Dean's Executive Committee. Faculty participation in programs is encouraged and supported in the promotion and tenure policies of the COPH. The interaction among the academic departments and the interdisciplinary center programs is depicted in Table II-1.

In addition to these three interdisciplinary centers and the CBPHC, the COPH regularly collaborates, as evidenced through joint appointments, joint degrees and opportunities for student practicum sites, with a variety of partner agencies, units, and organizations. Major partners of the COPH include (also refer to

Table II-1. Matrix Structure of COPH Academic Departments and Center Programs

Departments ¹	Center Programs		
	Obesity	Tobacco	Maternal & Child Health
Biostatistics	×	×	
Environmental & Occupational Health		×	×
Epidemiology	×	×	×
Health Behavior & Health Education	×	×	×
Health Policy & Management	×	×	×

¹An × indicates that a department is specifically targeted for recruitment of key faculty into programs.

Appendix II.C for a summary of these partnerships):

- UAMS Academic Units – College of Pharmacy; Arkansas Center for Health Improvement (ACHI); Arkansas Cancer Research Center (ACRC); Donald W. Reynolds Institute on Aging (IOA); Office of Regional Programs (ORP), including the Area Health Education Centers (AHECs); Arkansas Centers for Mental Healthcare Research (ACMHR), Department of Psychiatry; Department of Pediatrics, Department of Family and Preventive Medicine, and others
- Other Academic Units – UA Clinton School of Public Service; William H. Bowen School of Law, University of Arkansas at Little Rock (UALR); School of Mass Communication, College of Professional Studies, UALR; College of Arts, Humanities, and Social Sciences, UALR; University of Arkansas at Pine Bluff (UAPB); University of Central Arkansas (UCA)
- State Agencies – Arkansas Department of Health and Human Services (DHHS), particularly the Division of Health (DOH); Arkansas Commission for Minority Health (CMH); Arkansas Department of Environmental Quality (ADEQ)
- State Legislative Appointments (Committees) – Health Advisory Committee of the Act 1816 of 2003 Committee; Child Health Advisory Committee of the Act 1220 Committee; Acute Stroke Care Task Force of Act 663; Cervical Cancer Task Force of Act 1414 of 2005; Suicide Prevention Task Force of Act 1757 of 2005; and the Child Death Review Panel of Act 1818 of 2005
- State-wide Coalition Participation – Tobacco Coalition; Cancer Coalition; Oral Health Coalition; Cardiovascular Health (CVH) Coalition
- Federal Organizations And Programs – Community Health Centers of Arkansas (CHCA), HRSA-supported; National Center for Toxicological Research (NCTR), FDA; South Central Mental Illness Research, Education, and Clinical Center (MIRECC); VA Medical Center, North Little Rock, USVA; Nutrition Intervention Research Initiative (NIRI), USDA
- State-Level Non-Profit Organizations – Arkansas Children’s Hospital (ACH); Arkansas Advocates for Children and Families (AACF)
- Community-Based Non-Profit Organizations – Mid-Delta Community Consortium (MDCC); Boys, Girls, and Adults Community Development Corporation (BGACDC) in Marvell, Arkansas; We Care, Higgins Community, Pulaski County; La Casa, Southwest Pulaski County, and Walnut Street Works and its affiliates in Helena

II.B.4 Definition of the professional public health values, concepts, and ethics to which the school is committed and a description of how these are operationalized.

The core values of the COPH are as follows:

- **Our philosophy:** We believe that, at its core, public health is about social justice—what is best for all of us, not just a few.
- **Matters of health:** We define “health” broadly to include all that allows individuals, families, and communities to become healthier.
- **Our relationships with other health and healing professions:** The family of public health includes members of the health “care” and clinical disciplines, as well as those in the social and physical sciences who advance the state of human capacity and well-being. We also embrace disciplines as diverse as law, engineering, and business administration.
- **Basic functions of public health:** We agree that there are three core “functions” in public health: (1) assessment or surveillance of the issues that pertain to a healthy condition, (2) policy development to adjust and correct the system whereby health improvement can be realized, and (3) assurance that all people have access to needed programs and services.
- **The “prevention” specialty:** Because of the high costs of disability and illness, both personal and economic, public health adheres to a strong prevention mind-set that emphasizes the avoidance of debilitating conditions and their sequelae.
- **Community:** We subscribe to the 1996 statement of the National Policy Task Force, Community-based Public Health: “...community lies at the heart of public health...interventions work best when they are rooted in values, knowledge, expertise, and interests of the community itself...health encompasses the physical, mental, spiritual, environmental and economic well-being of a community and its members. ...We recognize the power of equal partnerships, including community-based organizations, academic institutions, and health agencies addressing health issues of the community. ... We understand that in order for these partnerships to be equal and for interventions to be community-based, community members must participate fully in the identification of health issues and the selection, design, implementation and evaluation of programs that address them.”
- **Eliminating Health Disparities** – Overcoming racial and ethnic minority health disparities has to be a major priority everywhere, given the substantial disproportionate disease burden encountered by people in these groups. Arkansas is no different than elsewhere, but our Mission heightens our sensitivity to overcoming the significant disease burdens encountered by a number of minority groups, including the large African-American population of the state particularly in our Delta region, the very quickly growing Latino population, and the largest population of Marshall Islanders outside of the Marshall Islands. Our commitment to eliminating health disparities is evident in a number of our initiatives and programs but is highlighted by our recent application and selection to participate in the Kellogg Foundations’ Engaged Institutions Initiative.
- **Nurturing our students:** We provide a collegial and stimulating environment for classroom and practical learning experiences that foster individual and professional development.
- **Fostering excellence in teaching, research, and the practice of public health:** We emphasize scholarship sustained by a learning environment that encourages interaction, mentoring, and lifelong learning
- **Fostering a progressive attitude:** We are adaptable, creative, and open to innovative approaches in teaching, research, and the practice of public health.
- **Establishing and maintaining a collegial atmosphere:** Faculty, staff, and students are compassionate, supportive, and devoted to furthering the goals and Mission of the COPH.

- **Promoting high ethical standards:** Faculty, staff, and students value personal and professional integrity. Our daily activities are based on this responsibility and reflect a commitment to these core values.

The core values, concepts, and ethics of the COPH are put into practice by the adoption and implementation of the community-based health education model. Faculty, students, and staff work in the pilot community sites and with partnering agencies to develop models that lead to improved health. By joining forces with pilot communities, the COPH has established a model process for statewide health improvement. COPH students, faculty, and staff participate in close partnership with local organizations, citizens, and public officials. In-service teaching and learning opportunities for COPH students in these pilot communities benefit all involved.

II.B.5 Identification of written policies that are illustrative of the school's commitment to fair and ethical dealings.

Many of the COPH's policies regarding the fair and ethical treatment of students, staff, and faculty are contained in the UA Board of Trustees Policies and Procedures Manual, the UAMS Faculty Handbook, and the UAMS Administrative Staff Handbook. Policies adopted by the COPH to apply to COPH students, staff, and faculty can be found in the COPH Student Handbook, the COPH Catalog, and in statements on governance and faculty appointment, promotion, and tenure policies. The COPH Handbook and Catalog are published at regular intervals. Updated copies of both documents with addenda concerning new regulations or policies are posted on the COPH website. Specific written policies that are illustrative of the school's commitment to fair and ethical dealings include:

- **Governance of the COPH** (see Appendix II.B.) – In reference to fair and ethical dealings, particular attention is directed at:
 - **Faculty Appointment, Promotion, and Tenure Committee** – The Committee reviews and makes recommendations on incoming rank for initial appointments of all candidates under consideration in the COPH and annually reviews applications for promotion and tenure. The Committee also makes recommendations, as appropriate for changes in the faculty policies for appointment, promotions and tenure (see Appendix III.B for the complete policy).
 - **Joint Leadership Council (JLC)** – This Council acts as the strategic planning and coordinating body to identify, support and recommend interactions between the COPH and the DOH, as well as between other segments of UAMS and the Arkansas Division of Health (DOH) as outlined in a Memorandum of Agreement between the UAMS Chancellor and the DOH Director (see Resource File). The Council is charged with reviewing the equity and fairness of all new collaborations and re-reviewing all existing collaborations to ensure equity and fairness and to resolve any concerns that develop.
 - **Minority Recruitment and Retention Committee** – The members of this Committee serve as a collective body and as individuals in contacting prospective minority students to encourage interest in public health and health-related fields. Once identified, such students are counseled, mentored and assisted in their preparation for health careers. Membership on the committee is extended to interested students.
 - **Student Admissions Committee** – The Committee is responsible for the implementation of the admission policies of the COPH, including the evaluation of applicant files, interviews, and the decision on whether to admit applicants into established COPH

professional degree programs. Applicant review involves evaluation of applications that have been blinded as to applicants' identity, increasing the impartiality of the process. (This is further detailed in Section IX.A.2.)

- o **Student Council** – The Student Council consists of representatives of students in all degree programs. The purpose of the Council is to advance the interests of enrolled students in the COPH and to serve as an exemplar of public health values and principles. The Council is responsible for developing its own programs and procedures.
- o **Honor Council** – The COPH Honor Council was constituted in Spring 2003 and developed its own bylaws, procedures and a pledge (provided in the Resource File). The objective of the Honor Council is to establish and maintain high ethical standards through regulatory self-discipline, to uphold the letter and spirit of the honor pledge, to foster goodwill among public health and other health professions students, and to promote educational and societal principles of excellence for the public health profession in general.
- o **Appeals Committee** – This Committee represents a formal mechanism whereby any person (faculty, staff, student) may obtain a review of a complaint by an impartial group. This procedure shall not be used to question a rule, procedure, or policy that has been established by an authorized faculty or administrative body. Rather, it shall be used for a hearing and due process for those who believe that a rule, procedure, or policy has been applied in an unfair or inequitable manner, or that there has been unfair or improper treatment by a person or persons.
- **Principles of Community-Based Public Health Research, Service and Training** – These principles (see Appendix II.D) were developed to describe the manner in which community-based projects need to be consistent with the overall objectives of the COPH and of our other organizational partners. These objectives include an emphasis on the local relevance of public health problems and an examination of the social, economic, and cultural conditions that influence health status and the ways in which these affect lifestyle, behavior, and community decision-making. The purpose of community-based projects is to enhance our understanding of issues affecting the community and to develop, implement, and evaluate (as appropriate) plans of action that will address those issues in ways that benefit the community. Community-based projects may include any of the traditional missions of a university: teaching, service, and/or research. Community-based projects are designed in ways that enhance the capacity of the community-based participants in the process.
- **Faculty Mentorship and Development Principles** – These principles are being developed to set certain principles and standards for mentoring and developing faculty. The initial recommendations of the Faculty Development Committee are provided in the Resource File.
- **Educational Leave Policy** – An educational leave policy has been developed to ensure that a fair and equitable policy exists to encourage and support employees pursuing further education (copy is available in the Resource File).
- **Students with Disabilities Policy** – This policy has been developed to ensure that all laws are followed in the fair and equitable support of students with disabilities (copy is available in the Resource File).

II.B.6 Assessment of the extent to which this criterion is met.

The COPH meets this criterion, having established a model program for collaborative scholarship in public health, with our unique emphasis on excellence through community-based teaching and participatory research. The COPH is organized in a manner that maximizes efficiencies while

encouraging departmental advancements and creativity. The philosophy and activities of the COPH accurately reflect our Vision and Mission statements. External collaborations permit it to maximize our resources to strengthen the public health workforce and improve the health of Arkansans. The COPH thus provides an organizational setting to support teaching and learning, research and service, and to facilitate interdisciplinary communication, cooperation, and collaboration. The COPH Governance specifies staff and policies in each identified key areas to support and maintain this environment.