

Criterion IV: Resources

- **CRITERION IV: THE SCHOOL SHALL HAVE RESOURCES ADEQUATE TO FULFILL ITS STATED MISSION AND GOALS, ITS INSTRUCTIONAL, RESEARCH, AND SERVICE OBJECTIVES.**

IV.1 A clearly formulated school budget statement, showing sources of all available funds and expenditures by major categories, since the last accreditation visit or for the last five years, whichever is longer.

Table IV-1. Actual or Projected Revenues and Expenditures, FYs 2001–2006 (Actual, 2001-2005; Projected, 2005-2006)¹

	2001–2002	2002–2003	2003–2004	2004–2005	2005–2006
<i>Income Sources</i>					
State	\$1,152,037	\$3,057,976	\$2,913,866	\$3,282,479	\$3,875,245
Tuition & Indirect Cost Return	0	20,000	110,734	203,644	276,342
Endowments & Gifts	252,305	16,000	23,000	1,022,686	40,000
Extramural	49,541	483,435	2,146,126	3,466,777	5,207,905 ²
Other Institutional	0	138,792	17,760	0	0
<i>Total Income</i>	1,453,883	3,716,203	5,211,486	7,975,586	9,970,492
<i>Expenditures</i>					
Faculty Salaries	\$429,128	\$1,202,024	2,037,477	2,900,118	3,604,791
Staff Salaries	287,224	906,300	1,058,944	1,627,862	2,290,966
Fringe Benefits	148,775	448,631	622,718	973,590	1,213,408
<i>Total Personnel</i>	865,127	2,556,955	3,719,319	5,501,570	7,109,165
Travel	24,000	49,128	183,221	142,168	134,590
Operations	104,470	136,784	911,414	1,179,465	1,130,673
Equipment	90,648	228,866	124,416	80,976	156,816
<i>Total Non-personnel</i>	219,118	414,778	1,219,051	1,402,609	1,422,079
<i>Total Expenditures</i>	1,084,245	2,971,733	4,938,190	6,904,179	8,531,244

¹ Construction funding was also provided to the College at two points of time. In 2001-2002, \$15,000,000 was provided from a bond backed by a trust funded by Tobacco Settlement monies for the construction of three floors of the new COPH Building; an additional \$3,000,000 of UAMS institutional funds was added to complete an additional three floors of shelled space in the building. In 2005-2006, an additional \$571,000 of institutional resources has allowed finishing of shelled space on the 6th floor for use by the College.

²Represents only current awards through 1/1/06.

The COPH derives our funding from five major sources: (1) state funding 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 (Table IV-1). These sources provide the funding for operational expenses and are largely self-explanatory, except perhaps for the fifth component. 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. In addition to these revenue sources, a bond established with Tobacco Settlement funds provided \$15 million for the construction of a new building to house the COPH. An additional \$3 million of institutional resources provided the \$18 million total needed for final design and construction of the six-story building, completed in September 2003. The COPH

will eventually occupy approximately 3½ floors of the building (beyond the 3 floors completed during construction of the building, an additional 1/3 floor was recently completed with \$571,000 of institutional resources).

IV.2 A concise statement or chart concerning faculty resources, showing number and percent time of faculty by program area and computing a student-to-faculty ratio for each and for the school as a whole.

The number (current and being recruited) and effort of faculty (full-time equivalent [FTE] of primary and ongoing salary-supported faculty), along with MPH student FTE and student-to-faculty ratio for each department and the COPH as a whole, are summarized by program area in Table IV-2. As discussed in Section IX.C.1.b, our approach to assigning students to advisors may require explanation. The Student Admissions Committee

admits MPH students into the COPH as a whole, not by individual department (see Section III.2.h). When MPH students enter the program, they are not assigned a faculty advisor until they complete the core courses or until they declare whether they wish to pursue a specialized or general track, whichever happens first. MPH students who elect to specialize select a departmental advisor in their area of specialization. MPH students who prefer to continue in a generalist track select a faculty advisory committee of three COPH faculty members after completion of their core courses (the committee must include faculty from at least two COPH departments). This process ensures that MPH students are allowed exposure to core areas of public health before having to make a decision about specialization. In addition to the MPH program, the College’s other degree programs, faculty FTE involved in each, student FTE and student/faculty FTE are summarized in Table IV-3.

Throughout the entire time in which MPH students are enrolled, they also have an Administrative Advisor. This Administrative Advisor, who currently also doubles as the College’s Registrar, is housed in the Office of Student Services and provides students with a consistent source of administrative guidance (e.g., program requirements, procedures, etc.).

Table IV-2. FTE and Faculty-to-Student Ratios by Department for MPH Students

Department	Faculty FTE ¹	FTE MPH Students ²			Student/Faculty Ratio
		Specialist	Generalist & Undecided	Total ³	
Biostatistics	4.1	2.51	Generalist MPH = 8.01; Undecided MPH = 10.02	2.51	0.37
Environmental & Occupational Hlth	5.0	0.33		0.33	0.07
Epidemiology	4.4	3.82		3.82	1.29
Hlth Behavior & Hlth Education	11.3	7.50		7.50	0.58
Hlth Policy & Management	21.7	5.35		5.35	0.24
Across COPH	46.5	19.51	18.03	37.54	0.81

¹ Includes only full-time primary faculty and ongoing, salary-supported faculty.

² Summarized for academic year 2005-2006, excluding summer. Student FTE is calculated by dividing total credit hours taken in Fall and Spring by 18, since 18 hours is full-time enrollment across Fall and Spring.

³ Generalist and undecided MPH students are not included in department student totals, but are included in the overall total calculation across the COPH.

Program	Faculty FTE	Student FTE	Student/Faculty Ratio
MHSA	8.0	28.38	3.55
MS, Occupational & Environ Hlth	7.0	2.1	0.3
DrPH, PH Leadership	14.0	6.52	0.47
PhD, Hlth Systems	15.0	2.0	0.13

In Tables IV-2 IV-3, the Full-Time Equivalent (FTE) for students was calculated by adding the number of hours the students registered for, during the Fall and Spring semesters of 2005-2006. That total was divided by 18 because the full-time enrollment for a student per semester is 9 credit hours. No student was stated as greater than 1.0 FTE. For example, a student who took 6 hours across the Fall and Spring semester of 2005-2006 had an FTE of 6/18 or .33. The vast majority of our students, because they are working professionals, have an FTE of .5 or less, resulting in a substantial difference in student FTE when calculated in this manner and a count of students.

We anticipate that our MPH student FTE will increase to approximately 50 new FTEs per year within the next three years due to several factors: 1) we anticipate enrolling more students as efforts continue to recruit students directly from undergraduate programs, educating both undergraduate students and faculty in Arkansas about opportunities and careers in public health; 2) applications will likely begin to rise from out-of-state students; and 3) both of the two previous factors should result in us enrolling more traditional, full-time MPH students, increasing the calculated student FTE to be closer to the actual student count. These changes are expected to result in approximately 120 FTEs of MPH students enrolled in the COPH at any given point, assuming modest attrition and reasonable graduation rates. As discussed in Section V.F, we anticipate continuing to enroll doctoral students in our DrPH program at the rate of approximately four to six per year. The new PhD program in Health Systems Research has enrolled 2 students for Fall 2006 and is expected to begin enrolling three to nine students per year over the next three to five years. We anticipate that the MHSA program will enroll students at the rate of approximately 20 per year, and the MS degree program in Environmental and Occupational Health will enroll students at the rate of one to two per year, consistent with these programs' historical matriculation rates. Collectively, we thus anticipate enrolling about 80 new students per year, with a total of about 150 FTEs enrolled at any

Table IV-4. Senior Administrative Staff in the Dean's Office and Their Responsibilities

Name	Dean's Office Role	Departmental Affiliation	Other Responsibilities	Dean's Office Effort
James Raczynski, PhD, FAHA, FSBM	Dean	Health Behavior & Health Education	Interim Chair, HB&HE; Dept. faculty member	80%
Katharine Stewart, PhD, MPH	Assoc. Dean, Academic Affairs	Health Behavior & Health Education	Dept. faculty member	50%
Joe Bates, MD, MS	Assoc. Dean, Public Health Practice	Epidemiology	Deputy State Health Officer and Chief Science Officer, Division of Health	20%
Diane Mackey, JD	Asst. Dean, Institutional Relations	Health Policy & Management	Dir., Combined JD/MPH; Dept. faculty member	30%
Eddie Ochoa, MD	Asst. Dean, Minority Affairs	Health Policy & Management	Dept. faculty member	20%
Jan Richter, EdD	Asst. Dean, Student Affairs	Health Behavior & Health Education	Dept. faculty member	50%
Willa Sanders, MPA	Asst. Dean, Governmental Relations Special Projects	Health Policy & Management	Dept. faculty member	100%
Rod West, BA	Fiscal/Administrative Officer	None	Assists faculty and chairs in fiscal matters	50%
Elaine Wootten, Med	Development Officer	Health Policy & Management	Dept. faculty member	35%
M. Kathryn Stewart, MD, MPH	Dir., Office of Community-based Public Health	Health Policy & Management	Dept. faculty member	20%
Tom Rimmer, PhD	Dir., Office of Educational Technology	Environmental & Occupational Hlth	Dept. faculty member	30%

point in time.

IV.3 A concise statement or chart concerning the availability of other personnel (administration and staff).

COPH senior administrative staff, located in the Dean’s Office, and their responsibilities are summarized in Table IV-4. The Dean’s Office also contains three additional offices, all of which report either directly to the Dean or through the Associate Dean for Academic Affairs to the Dean: the Office for Student Services, the Office of Community-Based Public Health, and the newly formed Office of Educational Technology. In addition to the senior administrative staff, each of the five departments has a Chair, and a Director heads each of the three COPH-designated centers. Table IV-5 summarizes the FTE of administrators and staff in the offices and departments.

Table IV-5. Number of FTE Administrators and Staff by Office and Department.

Department	Management/ Administrative Staff	Support Staff
Dean’s Office	4.55	5.5
Office of Student Services	1.6	3.0
Office of Community-Based Public Health	2.9	0.2
Office of Educational Technology	0.3	0.2
Biostatistics	0.5	0.66
Environmental & Occupational Health	0.5	0.8
Epidemiology	0.5	1.0
Health Behavior & Health Education	0.2	1.4
Health Policy & Management	0.5	2.5
<i>Total</i>	11.55	15.06

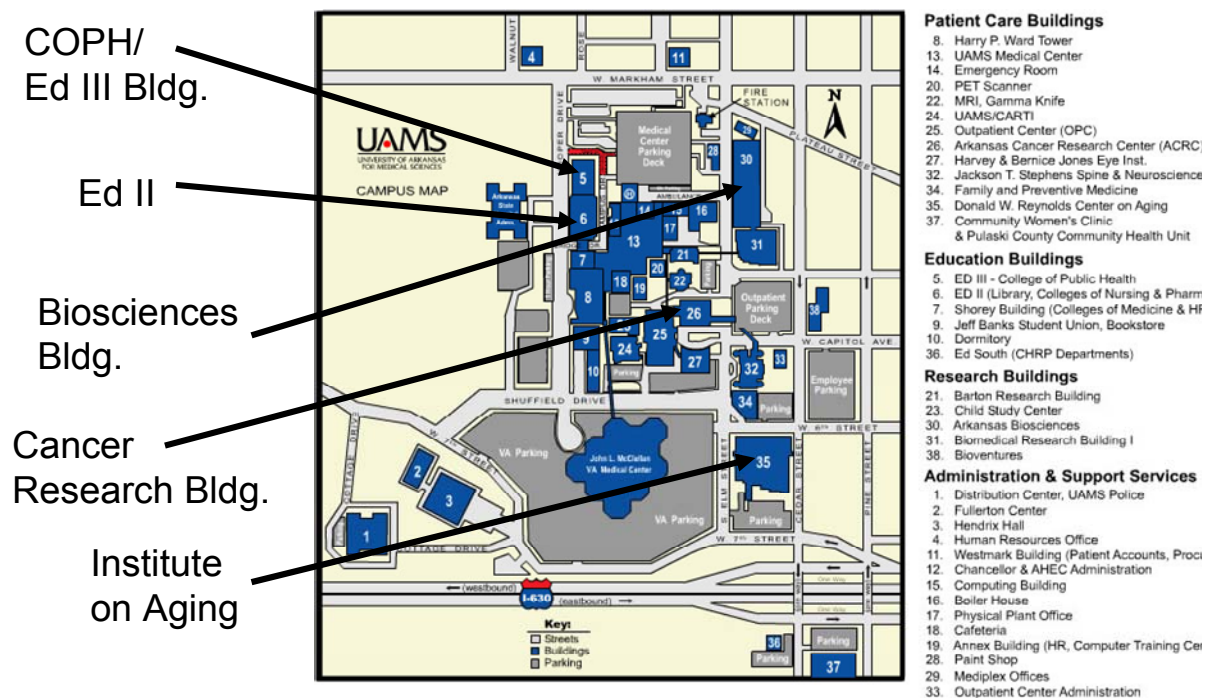
IV.4 A concise statement or chart concerning amount of space available to the school by purpose (offices, classrooms, common space for student use, etc.) by program and location.

A summary of amount of space available to the school by purpose and location is contained in Table IV-6. Table IV-7 summarizes space available to the college by purpose and by program. Space is available to the college in several different locations. Figure IV-1 provides a map of the campus, showing key locations in which members of the COPH are housed. Other campus maps can also be found on-line (<http://www.uams.edu/maps/>). Primary office, teaching, and dry-laboratory research space is available in the six-story COPH building. The College occupies 3 1/3 floors (approximately 20,000 gross sq ft/floor). This space also contains

Table IV-6. Amount of Space Available to The School by Purpose and by Program and Location.

Location	Use	Net Square Feet
COPH Building	Faculty/non-research staff offices	15,100
	Research	7,446
	Teaching	4,848
	Common Space	12,108
Education II, Education III, Institute on Aging, Other General Campus Facilities	Teaching (classrooms available as needed)	13,762
Biosciences Building	Wet-lab research/training	3 current labs @ ~500 sf each; ~1,500 total sf common, shared lab equipment space; 3 additional labs committed as needed
Arkansas Cancer Research Center	Wet-lab research/training	1 current lab @ ~200 sf

Figure IV-1. Map of UAMS Campus.



two computer laboratories for student training and general use when classes are not scheduled and classrooms for distance-learning programs.

In addition to office, dry-laboratory, conference, and some teaching space in the COPH building, additional space outside the building will continue to be provided for college use. As for all of the educational programs on campus, classroom space is available in Education II, Education III, and Institute on Aging facilities (including distance-learning classroom space equipped for compressed video) to supplement college space in the COPH Building. Additional classroom space will become available when funds are secured to construct the campus' new, planned Education Building. Four wet-laboratories are being used by existing faculty in the new Biosciences (Biomed II) and Arkansas Cancer Research Center (ACRC).

Table IV-6 summarizes the space for the COPH as of January 2006 by use. Table IV-7 further breaks down space utilization by dedicated department use (i.e., space used solely by departments for faculty, staff, and research programs, excluding "common" space). Space utilization will, of course, change during this period of rapid growth, as departmental space is reallocated as new faculty are hired, research programs develop, and unfinished "shell" space becomes available to meet the needs of the COPH.

Table IV-7. Space (Net Square Feet) Utilization by Department (Program)

Department	Faculty	Staff	Research	Total
Biostatistics	1602	334	1446	3383
Environmental & Occupational Health	1524	250	102	1876
Epidemiology	1088	282	741	2111
Health Behavior & Health Education	2153	448	3909	5874
Health Policy & Management	2554	1443	1248	5245

IV.5 A concise statement or floor plan concerning laboratory space, including kind, quantity, and special features or special equipment.

Laboratory research space is of two basic types: dry-laboratory space and wet-laboratory space. Table IV-6 summarizes laboratory space by kind, quantity, and special features. Dry-laboratory space is available in the COPH Building. Wet-laboratory space is provided in the Biosciences building and, for research which focuses on cancer, in the Arkansas Cancer Research Center. Up to three additional wet-laboratories have been committed by the Chancellor, depending on the needs of future faculty. Because the COPH has strong ties to other state and federal agencies (e.g., the DOH and the National Center for Toxicological Research), substantial support in terms of wet-laboratory space may also be available from these collaborating partners if the research and training needs of COPH programs require.

IV.6 A concise statement concerning the amount, location, and types of computer facilities and resources for students, faculty, administration, and staff.

Computer facilities and resources fall into two basic categories: (1) those provided at the university-wide level and (2) those related to both teaching and individual users (faculty and staff) provided by the COPH. Each category is described below.

IV.6.a University-wide Computer Facilities and Resources

Computing services are substantially supported at UAMS with Internet and Web connectivity across the entire campus, including intranet file transfers and remote access to computers, printers, and other shared peripherals. The campus-wide computer network is part of ARKnet, and UAMS has established Internet2 connectivity.

Information technology (IT) at UAMS provides a coherent, highly functional, cost-effective, and customer service-oriented IT environment. IT works within UAMS to strengthen the overall efficiency and effectiveness of the delivery of education, patient care, and research by improving customer satisfaction and increasing network and system stability across campus. IT services at this university-wide level include the following:

- 24-Hour computer help desk
- Computer hardware and software support
- Project management and implementation
- Analysis, interface, and programming; database management; network management
- IT security; systems and equipment service, and maintenance
- Data center file server management
- Bulk purchasing and configuration of IT hardware and software
- Information systems consulting.

Computer facilities for both classroom instruction and individual use are also available at the UAMS Library. The library, with its Learning Resource Center's computer facilities (see Section IV.7 below), is readily accessible to the COPH, located immediately adjacent to the new COPH building (see the campus map in Appendix IV.A).

IV.6.b COPH-specific Computer Facilities and Resources

Although UAMS provides substantial IT support for all of its colleges, the COPH provides additional resources. Included among these resources are the following: (1) IT-interface support to provide a technical and administrative linkage to university-wide IT facilities and resources; (2) two computer laboratories located in the COPH building for teaching laboratory-based classes and for general student use when the laboratories are not being used for scheduled classroom instruction; and (3) computers for faculty and staff. A senior-level network administrator (Rod West, in an effort amounting to 0.2 FTE) is allocated in the COPH to serve as an interface between faculty, staff, and students and centralized UAMS computer support. Mr. West serves as an advocate for the needs of the COPH in university planning and as a resource in planning for the COPH. The COPH's computer laboratory contains 32 computers networked into the overall UAMS system. This laboratory has a removable partition for separating the room into two areas of approximately equal size.

Because the COPH is only five years old, we have the luxury of having relatively new equipment. Funds for the purchase of IT equipment were allocated within the overall funding of the COPH and supplemented with institutional resources (summarized in Section IV.1 and Table IV-1) to provide new IT hardware and software throughout the COPH. In addition to providing new computers for every faculty and staff member in the COPH, as well as for the 48-station computer laboratory (divided equally between the two classrooms, separable by a collapsible wall), all conference/meeting rooms are equipped with new LCD projectors, sound systems, and dropdown projection screens.

IV.6.c Plans and Methods for Monitoring Needs and Upgrades

We recognize the need for monitoring our needs as technologic changes occur in the industry, as practice and research evolves in public health, and as equipment becomes outdated. Although UAMS provides substantial support, several structures have been put in place to ensure that the COPH remains current, if not ahead of our IT needs, as we mature. First, a network administrator (Mr. West) has been charged with serving as an interface between the COPH and campus IT resources. We anticipate upgrading most IT equipment on a staggered 3-year cycle under Mr. West's supervision. Second, our Research Committee (see Section III.2.d and the COPH governance document in Appendix III.A) has also been charged with monitoring our IT needs, examining issues related to new and developing technologies, and making recommendations to the Dean and the DEC. Finally, our newly formed Office of Educational Technology under the direction of Dr. Tom Rimmer is designed to develop programs to support faculty members' IT needs in educational programs.

IV.7 A concise statement of library/information resources available for school use.

The UAMS Library is a modern, well-equipped biomedical library. The library faces challenges from two sources: skyrocketing subscription costs and increasing space needs as student enrollment at UAMS continues to increase. Nonetheless, the library has managed to continue to feature a variety of online and print information resources, including 40,419 books (about 237 of which are online), 168,218 bound volumes of journals, about 3,621 current journal subscriptions (over 3,200 of which are available online), 3,000 microfilm volumes, and 1,833 media pieces.

On-campus and remote access to the library's online catalog and many full-text information resources is provided through the library's website (www.library.uams.edu). The library provides access to databases, which includes the complete MEDLINE database back to 1966, the Cumulative Index to Nursing and Allied Health Literature (CINAHL), the Health and Psychosocial Instruments (HAPI), PsycINFO, SciFinder Scholar, International Pharmaceutical Abstracts (IPA), and the Evidence Based Medicine (EBM) Reviews databases. Both Ovid and PubMed link from database citations to the library's full-text journals. The library's website also includes information about its services, links to the library's catalog and other Arkansas libraries' catalogs, and links to many other electronic reference and research materials, including many government reports, statistical databases, and other information of particular interest to public health faculty and students.

Library staff assist COPH faculty who want to make digital materials, such as images, PowerPoint presentations, journal articles, and links to other online resources, available to students via "eReserves" on the library's website. These materials are password protected to restrict access only to students enrolled in the courses.

The library's interlibrary loan (ILLiad) service provides access to materials not owned by the library. Requests are submitted and processed online. Electronic copies of requested journal articles are usually delivered via e-mail within 48 hours, and books are usually obtained within 5–7 days. The library staff will also pull and copy materials from the print collections and deliver them via campus mail for a nominal fee.

The Learning Resource Center (LRC) in the library provides many services, including access to curriculum-related, computer-based instruction programs, audiovisual materials and models, and so on. Window-of-time testing in support of classes is also provided. The LRC includes several group viewing rooms, a classroom equipped with computers, and a student computer laboratory that provides access to a wide variety of computer-based educational resources, scanning and image manipulation programs for student presentations, Microsoft Office applications, Internet access, e-mail, and access to the library's online information resources. The Teaching Resources Center provides state-of-the-art equipment and technical support for faculty who are developing online courses and presentations. The Access Grid Room facilitates collaboration of faculty and students with peers from other institutions by enabling them to meet virtually and communicate interactively over the Internet.

The library's Historical Research Center (HRC) maintains and provides access to a collection of books and other materials on the history of medicine throughout the world, a collection of books, manuscripts, photographs, and museum items related to the history of the health sciences in Arkansas, and the institutional archives of UAMS. The HRC staff also help locate historical information and materials not available in the library; provide exhibits within and outside the library; and provide reference services related to historical questions.

Ready reference, basic instruction in the use of databases and print indexes, and assistance with remote-access problems are provided by staff at the Information Desk. Instruction on how to access the library's information resources and services is provided through regularly scheduled classes and upon request. Topics for regular classes include PubMed and MedlinePlus. Instruction and presentations can be tailored to meet specific subject needs of classes. Individual consultations

and mediated searches of over 500 databases are provided by the reference librarians at no charge to faculty, students, or staff.

Library staff members work closely with the Arkansas Children's Hospital librarian and Area Health Education Center (AHEC) librarians throughout the state to provide access to information resources. Training, reference support, and interlibrary loans are provided for these libraries. All materials for these libraries' collections are cataloged by the UAMS Library staff and included in the library's online catalog.

The library serves as the sole resource library in Arkansas for the National Network of Libraries of Medicine. In this capacity, literature searches and reference support are provided to health care professionals in the central Arkansas area, and the library performs its resource library functions in relation to the AHEC libraries and hospital libraries as needed. Outreach activities include providing classes, demonstrations, and exhibits for health care professionals, librarians, and the public. Special outreach projects include the design and maintenance of a consumer health information website called ARHealthLINK, which provides access through MEDLINEplus to information written for the public on many health-related topics and to many sources of Arkansas-related health information (www.arhealthlink.org). Library personnel publicize the ARHealthLINK website and the availability of consumer health information by exhibiting at health fairs and health professionals' meetings, and by making presentations to hospital and public library staff throughout the state. Another special project involves providing training for DOH and COPH employees in accessing public health information and, in collaboration with DOH and COPH personnel, developing a website (<http://arpublichealth.info/default.aspx>) that will provide convenient access to many online public health information resources. Both the ARHealthLINK and public health training projects are funded in part by the National Library of Medicine.

The library subscribes to more than 100 public health journals (see Appendix IV.B), and many public health books were purchased during the past year. The library's catalog also links to many online public health reports, statistical resources, and other online information resources of particular value to public health professionals and students. Although subscription rates are skyrocketing creating funding challenges for library holdings, the library director, who is an MPH graduate of the COPH, and a reference librarian, who is currently an MPH student, work closely with faculty to identify resources to be added that are of value to faculty and students.

IV.8 A concise statement identifying field experience sites used during the last three years.

Major community partners are summarized and described in Appendix II.B. Field experience sites for the MPH are of two types: those offering preceptorships; and those involved in integrative projects. Table IV-8 summarizes the sites offering both preceptorships and serving as integrative project sites over the past three years.

Table IV-8. Summary of Field Sites Offering Preceptorships and Integrative Projects.

Site	Preceptorship	Integrative Project
UAMS Academic Units		
Arkansas Cancer Research Center (ACRC)	X	X
Arkansas Center for Health Improvement (ACHI)	X	X
Arkansas Centers for Mental Healthcare Research (ACMHR), Department of Psychiatry	X	X
Arkansas Poison Control Center, College of Pharmacy	X	X
Department of Biostatistics	X	X
Department of Pediatrics	X	X
Donald W. Reynolds Institute on Aging (IOA)	X	X
Library	X	X
Office of Regional Programs (ORPs), including the Area Health Education Centers (AHECs)	X	X
State Agencies		
Arkansas Child Mental Health Services	X	X
Arkansas Cooperative Extension Services	X	X
Arkansas Department of Environmental Quality (ADEQ)	X	X
Arkansas Department of Health and Human Services, Division of health (DOH)	X	X
Arkansas General Assembly	X	X
Federal Organizations And Programs		
Community Health Centers of Arkansas (CHCA), DHHS-supported	X	X
South Central Mental Illness Research, Education, and Clinical Center (MIRECC), VA Medical Center, North Little Rock	X	X
State-Level Non-Profit Organizations		
American Cancer Society – Arkansas Affiliate	X	X
Arkansas Advocates for Children and Families (AACF)	X	X
Arkansas Baptist College;	X	X
Arkansas Cares	X	X
Arkansas Children’s Hospital (ACH)	X	X
Metropolitan Emergency Medical Services (MEMS)	X	X
Community-Based Non-Profit Organizations		
Arkansas AIDS Foundation	X	X
Catherine’s House	X	
Dunbar Gardens	X	
Site	Preceptorship	Integrative Project
La Casa, Southwest Pulaski County	X	X
Lee Family Resource Center	X	X
Partners for Inclusive Communities	X	X
National, For-Profit Organization		
Pfizer, Inc.	X	
Other State Non-Profits		
The Bronx, NY, District Public Health Office	X	

IV.9 A concise statement describing other community resources available for instruction, research, and service, indicating those where formal agreements exist.

Other community resources available for instruction, research, and service have been previously summarized and described in Appendix II.B. Those partnerships described in this appendix as “major partnerships” are ones in which the partnership is considered to be established, while those described as “other or developing partners” are those that are not yet fully developed, although likely to develop within the next 1-3 years. Formal agreements and the nature of these agreements are also detailed in Appendix II.B. As summarized in this appendix, the nature of the formal agreements can be summarized as falling within three categories: (A) the joint appointment of faculty and/or administrative staff not involving financial commitments; (B) joint appointments of faculty and/or staff which do involve financial commitments; and (C) formal, signed agreements, such as contracts or Memoranda of Understanding and the like. Of course, community resources can be represented in more than one of these categories. The identified “major” community partners with the College, the manner in which the partnership provides a resource for the College (i.e., instruction, research, service), and the type of agreement, if one exists, are summarized in Table IV-9.

Table IV-9. Summary of Community Resource Partners, Manner in Which Partnership Provides a Resource for the College, and the Type of Formal Agreement if One Exists

Institution/Agency/ Organization	Nature of Partnership			Category of Formal Agreement ¹		
	Instruction	Research	Service	A	B	C
UAMS Academic Units						
Arkansas Cancer Research Center (ACRC)	X	X	X	X	X	X (letters confirming funding support for key faculty to participate in ACRC leadership positions – see Resource File)
Arkansas Center for Health Improvement (ACHI)	X	X	X	X	X	
Arkansas Centers for Mental Healthcare Research (ACMHR)	X	X	X	X	X	
Department of Pediatrics	X	X	X	X	X	
Donald W. Reynolds Institute on Aging (IOA)	X	X	X	X		
Office of Regional Programs (ORPs), including the Area Health Education Centers (AHECs)	X	X	X	X	X	X (contract funding provided for AHECs to participate in Arkansas Tobacco Cessation Network, conducted by COPH faculty – see Resource File)
Other Academic Units						
Clinton School of Public Service (UA)	X	X	X	X	X	X (Clinton School students take elective coursework in COPH)
College of Professional Studies, UALR	X	X	X	X		
Law School, University of Arkansas at Little Rock (UALR)	X	X		X	X	X (see JD/MPH approved proposal in Appendix V.F)
University of Arkansas at Pine Bluff (UAPB)	X	X	X	X		
Philander Smith College at Little Rock			X	X		
University of Central Arkansas (UCA)				X		

Institution/Agency/ Organization	Nature of Partnership			Category of Formal Agreement ¹		
	Instruction	Research	Service	A	B	C
State Agencies						
Arkansas Commission for Minority Health (CMH)	X	X	X	X	X	X (see subcontract in Resource File)
Arkansas Department of Environmental Quality (ADEQ)	X	X	X	X		
Arkansas DHHS Division of Health (DOH)	X	X	X	X	X	X (see Memorandum of Agreement, Resource File)
State Legislative Appointments (Committees)						
Act 1816 Committee			X	X		X (Act 1816 specifies inclusion of representative of the COPH – see Resource File)
Act 1220 Committee			X	X		X (Act 1220 specifies inclusion of representative of the COPH – see Resource File)
Act 1757 Committee			X	X		X (Act 1757 specifies inclusion of representative of the COPH- see Resource File)
Act 1818 Committee			X	X		X (Act 1818 specifies inclusion of representative of the COPH – See Resource File)
Joint Interim Committee on Health Insurance and Prescription Drugs			X	X		X Dr. Glen Mays appointed by Chair of the House Public Health Committee as a non-legislative member
State-wide Coalitions						
Cancer Coalition			X	X		
Cardiovascular Health (CVH) Coalition			X	X		
Oral Health Coalition			X	X		
Tobacco Coalition			X	X		
Federal Organizations And Programs						
Community Health Centers of Arkansas (CHCA), DHHS- supported	X	X	X	X		
National Center for Toxicological Research (NCTR), FDA	X	X		X		
Nutrition Intervention Research Initiative (NIRI), USDA	X	X	X	X	X	X (formal funding agreement in place – see Resource File)
Occupational and Safety Health Administration (OSHA)		X	X			X (formal agreement in place – see Resource File)
South Central Mental Illness Research, Education, and Clinical Center (MIRECC), VA Medical Center, North Little Rock	X	X		X		
State-Level Non-Profit Organizations						
Arkansas Advocates for Children and Families (AACF)	X	X	X			
Arkansas Children's Hospital (ACH)	X	X	X	X		
Community-Based Non-Profit Organizations						

Institution/Agency/ Organization	Nature of Partnership			Category of Formal Agreement ¹		
	Instruction	Research	Service	A	B	C
Boys, Girls, and Adults Community Development Corporation (BGACDC) in Marvell, Arkansas	X	X	X			
La Casa, Southwest Pulaski County	X	X	X			X (MOA – see Resource File)
Mid-Delta Community Consortium (MDCC)	X	X	X			X (subcontract in place to pay personnel from an MDCC-awarded HRSA grant – see Resource File)
Walnut Street Works, Phillips County	X	X	X	X		
We Care, Higgins Community, Pulaski County	X	X	X			

¹ For Formal Agreements, the nature of the formal agreements is indicated as follows: A = joint appointment of faculty and/or administrative staff not involving financial commitments; B = joint appointments of faculty and/or staff involving financial commitments; C = formal, signed agreements, such as contract, Memoranda of Understanding, and the like, are in place that define and/or influence the partnership

As the COPH develops, we anticipate expanding our public health practice and community partnerships related to research, teaching, and service programs.

IV.10 Identification of outcome measures by which the school may judge the adequacy of its resources, along with data regarding the school’s performance against those measures over the last three years. As a minimum, the school must provide data on student-to-faculty ratio by program, institutional expenditures per full-time-equivalent student, and research dollars per full-time-equivalent faculty.

Outcome measures for judging the adequacy of resources include the following:

- **Student-to-Faculty Ratio by Program.** Student-to-faculty MPH FTE ratios by instructional area currently range between 0.07:1 and 1.29:1, and overall average 1.49:1 including all MPH generalist and undecided students (see Table IV-2).

Table IV-10. Summary of Institutional Expenditures per MPH Student FTE¹

Actual FY01-02	Actual FY02-03	Actual FY03-04	Actual FY04-05	Projected FY05-06
\$27,429	\$35,533	\$33,859	\$38,142	\$45,030

¹Calculated on the basis of expenditures from state funding sources and student FTE.

- **Institutional Expenditures per FTE Student.** Institutional expenditures per student FTE are summarized in Table IV-10 for the past 5 years.
- **Research Funding per FTE Faculty.** Currently, research funding per FTE faculty is shifting rapidly due to the high rate of faculty growth in the COPH. Relatively few new faculty members bring extramurally funded projects with them, and some projects are just beginning to be funded. Research funding for the past five years is shown in Table IV-11. Although modest at present, extramural funding is beginning to grow and, with the strong extramural funding records of current faculty and faculty being recruited, we anticipate continuing to grow rapidly over the next 3–5 years.

■ **Qualitative Assessment of Space Adequacy.** Although space is currently adequate to meet all needs, we recognize the need for careful monitoring of space requirements for research, instructional, student, and staff use. Further, given that space is currently nearly fully occupied in the College of Public Health Building, we recognize that careful monitoring of space needs is critical with a plan for anticipating and dealing with future space needs as needed. Although tracking of unoccupied and underutilized areas is essential, we believe that this overall process is more of a qualitative than a quantitative one. To assist the Research Committee and Dean's Office staff in this process, the Administrative Officer has put in place a system of monitoring both current space utilization and space requirements for submitted research proposals.

Table IV-11. Summary of Direct Cost Research Funding Per Faculty FTE

	Actual FY01-02	Actual FY02-03	Actual FY03-04	Actual FY04-05	Projected FY05-06 ¹
Direct-Cost Research Funding	\$49,541	\$483,435	\$2,322,387	\$3,466,777	\$5,207,905
Faculty FTE	11	27.7	30.85	39.75	46.5
Direct-Cost Research Funding per Faculty FTE	\$4,505	\$17,453	\$75,280	\$87,214	\$111,998

¹Based on current fiscal year funding as of 1/01/06, projected through end of fiscal year.

IV.11 Assessment of the extent to which this criterion is met.

The COPH meets this criterion. The College has sufficient financial and faculty resources to fulfill our stated Mission and goals, and our instructional, research, and service objectives. Current student/faculty ratios are relatively low, and even though we anticipate growth in student FTE to reach approximately 230 over all programs in the next three to five years, we also anticipate faculty growth from the current 46.5 FTE to at least 50.0 FTE, resulting in a student/faculty ratio that remains reasonable at about 4.6 across all degree programs. Other personnel – administrative and staff – are also adequate to meet our Mission and objectives. Space is currently adequate to meet office, classroom, research, and common space needs. Although space will soon be fully occupied, creating challenges for future space needs, plans are in place for additional on-campus space and/or off-campus space rental as necessary. Equipment for research and instructional purposes is adequate, including computer facilities and resources for students, faculty, administration, and staff. Various College committees have been assigned responsibilities as appropriate for monitoring needs, and making recommendations for equipment expansion and upgrades as needed. Adequate library/information resources are available for use by College students, faculty, and staff members, although escalating subscription costs and increases in numbers of students raise concerns about the library being able to maintain adequate holdings and space for faculty and student use. Extensive field sites are available for preceptorships and integrative projects and are being used. Through the College's Office of Community Based Public Health, strong partnerships with four community-based organizations and other means, other formal and informal community partnerships are also available and being used for instruction, research, and service. The College has identified outcome measures to continue to assess the adequacy of resources to ensure that they remain adequate, including the monitoring of student-to-faculty ratios, institutional expenditures per full-time-equivalent student, and research dollars per full-time-equivalent faculty.