

## Criterion VIII: Faculty

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- ▶ **CRITERION VIII.A: THE SCHOOL SHALL HAVE A CLEARLY DEFINED FACULTY WHICH, BY VIRTUE OF ITS SIZE, MULTIDISCIPLINARY NATURE, EDUCATIONAL PREPARATION, RESEARCH AND TEACHING COMPETENCE, AND PRACTICE EXPERIENCE, IS ABLE TO FULLY SUPPORT THE SCHOOL'S MISSION, GOALS, AND OBJECTIVES.**

### **VIII.A.1 Identification in a table or chart of faculty who support the degree programs offered by the school, indicating at least professorial rank, tenure status, percent time, earned degrees, universities at which degrees were earned, disciplinary area of degree, area of teaching responsibility, area of research interest, and selected demographic data (gender, ethnicity).**

The COPH currently has 53 faculty who either are full-time, primary appointment faculty (“full-time faculty”) or are faculty with secondary or adjunct appointments for whom the College has long-term commitments for FTE support (“FTE-supported faculty”) in our five academic departments, totaling 46.5 FTE. Further, an additional six faculty positions are actively being recruited, which will bring the total FTE in the College to 52.5. The College also has another 162 secondary and adjunct faculty members who do not receive long-term FTE support from the COPH but who contribute to the teaching, research, and service activities of the COPH. The growing diversity within the current faculty supports the broad-based, public health educational, scientific, and service activities needed in the COPH. All full-time COPH faculty members are expected to teach in the COPH degree programs, engage in public health research or practice, and provide service consistent with the COPH Mission. All FTE-supported faculty are expected to contribute in at least one of these areas.

Appendix VIII.A provides information on the 53 faculty members who are currently full-time or FTE-supported. This information is provided by department, with details regarding rank, tenure status, percentage time, source of any non-COPH FTE support, degrees, universities at which degrees were earned, disciplinary area, research and teaching activities, and demographic data.

Appendix VIII.B provides information on the additional 162 faculty members who are secondary or adjunct. This information is provided by department, with details regarding rank, degrees, and demographic data. Information regarding these faculty members’ primary faculty appointments or other employment outside of COPH is listed in the Course Catalog (Appendix V.A.).

### **VIII.A.2 Description of the manner in which the faculty complement integrates perspectives from the field of practice.**

The COPH is committed to ensuring that public health practice is an integral part of teaching, research, and service. Indeed, our Mission cannot be achieved without a strong focus on public health practice and its advancement. As we discussed in the Introduction, the COPH provides a critically needed new focus on population-based health promotion and disease prevention and emphasizes our relationships with practice partners that can improve the health and well-being of Arkansans. These partnerships between faculty and public health practitioners are particularly strong in four areas: practice-related research, practice-related courses, impact of practice-based activities on faculty promotion and tenure, and active engagement of practice-based part-time faculty in COPH activities. These four categories and examples of each are described below.

### **VIII.A.2.a Practice-related Research**

Public health agencies and community-based organizations have programs that could benefit from quality improvement procedures and appropriate evaluation plans. In addition, these programs offer opportunities to disseminate findings throughout the public health research and practice communities. Hence, the COPH envisions that our faculty, staff and students will naturally develop close linkages with multiple practice-based agencies and organizations, leading to a number of practice-based research projects. Several examples of these linkages are described below.

The Arkansas Department of Health and Human Services' Division of Health (DOH) and COPH have developed strong structural linkages to ensure a close and complementary alignment of initiatives and priorities. The roles of the DOH Director, Paul Halverson, DrPH, MHSA (who also serves as Chair of the COPH's Department of Health Policy and Management) and the DOH Deputy State Health Officer, Joseph Bates, MD, MS (who also serves as the COPH Associate Dean of Public Health Practice), support a significant continuing engagement between these institutional partners. This engagement is strengthened through co-appointments in the DOH and COPH of a number of other key staff/faculty. COPH faculty members such as Dr. Jianjun Zhang, a cancer epidemiologist, are co-funded by the DOH and COPH, with the COPH providing his primary appointment and controlling his salary and rank as with any primary faculty appointment. The Joint Leadership Council (JLC), charged with overseeing and promoting these practice-related research, teaching, and service arrangements, is another example of the linkages that have been developed between the DOH and the COPH. These collaborations continually support the integration of practice-based endeavors into COPH activities.

The DOH is charged by Initiated Act I of 2000 (the Tobacco Settlement Agreement) with providing tobacco prevention and cessation education and treatment programs to the citizens of Arkansas. Dr. Christine Sheffer, Assistant Professor in the Department of Health Behavior and Health Education, is working closely with the DOH via two contracts to provide telephone-based cessation counseling, clinic-based counseling through the state-wide Area Health Education Centers (AHECs) and their affiliated hospitals, a physician training and referral program component, a consultation program for worksites planning to go smoke-free, and development of a web-based counseling program. In addition, Dr. Sheffer is conducting research on the efficacy of these programs. This on-going collaboration between the DOH and the COPH directly addresses the practice and research needs in the critical area of tobacco use reduction throughout the state.

The COPH is directly involved in the town of Marvel, AR, through a collaboration with the Boys, Girls, and Adults Community Development Corporation (see Appendix II.C). Other units and agencies involved in this collaboration include the DOH, the Delta AHEC, the Hometown Health Improvement program of the Phillips County Health Department, the Phillips Community College of the University of Arkansas, the USDA Nutrition Intervention Research Initiative, and the Arkansas Children's Hospital. COPH faculty members, including Drs. Kate Stewart, Elaine Wootten, Holly Felix, Eduardo Ochoa, and Creshelle Nash have already conducted focus group research examining perceptions of health and health care and are involved in a number of other research projects and pending projects.

A final example of practice-related research is funding from the Robert Wood Johnson Foundation for a longitudinal evaluation of the impact of Arkansas Act 1220 of 2003, a state-wide comprehensive initiative to reduce childhood obesity. Dr. Jim Raczynski, Professor of Health Behavior and Health Education and Founding Dean, is principal investigator of this project, which surveys public school students, parents, teachers, principals, and superintendents, and tracks the implementation of the multiple aspects of the Act (physical activity recommendations, changes in

school nutrition and vending machine access, BMI measurement of students). The project supports both a scientific and a policy agenda through presentations at scientific meetings, peer-reviewed publications, and annual reports to the Arkansas State Legislature. Other faculty involved in the project include Drs. Martha Phillips, LeaVonne Pulley, Delia West, Zoran Bursac, and Arlo Kahn.

These are just a few examples of practice-related research either conducted jointly with COPH and public health practice partners or conducted to support or improve public health practice in areas consistent with our Mission of improving the health and quality of life of Arkansans (see Criterion VI). The COPH's faculty and staff continue to develop new practice-based research projects, and the College continues to foster the structural linkages with our practice partners that are integral to our growth in this area.

### **VIII.A.2.b Practice-related Courses**

The COPH encourages all teaching faculty to integrate practice concepts into their courses. For example, the Academic Standards Committee requires mapping of course objectives to departmental objectives to assure that departmental objectives are achieved; however, the Committee also strongly encourages faculty to map course objectives to practice-based competencies such as those developed by the Council on Linkages between Academia and Public Health Practice. Co-teaching with faculty from different disciplines, promoting integration of core discipline perspectives with primary practice and primary research foci, is also strongly encouraged when appropriate. Many courses emphasize the relevance of class work to public health practice in order to advance one central goal of the COPH: to increase the capacity of the public health workforce in Arkansas. Both the MPH and DrPH programs are highly focused on the connections between academic training and practice. In addition to the emphasis on practice in didactic coursework, both the MPH and DrPH require a practice-based fieldwork experience of all students (described in detail in Section V.B.2).

Examples of courses in the past academic year that were taught by primary or secondary faculty with extensive public health practice experience and that heavily emphasized public health practice skills development include the following: (1) Community Planning and Development, taught by Lee Frazier, MHA, former Chief Operating Officer at Jefferson Regional Hospital, and former Director of the Arkansas Department of Human Services; (2) Community-Based Public Health Program Design & Evaluation I and II, co-taught by Carol Cornell, PhD, Kate Stewart, MD, MPH, and Anna Huff (Director of the Mid-Delta Community Consortium); (3) Introduction to Public Health, taught by Paul Greene, PhD, Christine Sheffer, PhD, and Jim Raczynski, PhD, and incorporating guest lecturers from multiple areas of public health practice; (4) Overview of Maternal and Child Health, taught by Richard Nugent, MD, MPH, Professor and Branch Chief of Family Health at the DOH, and incorporating guest lecturers with varied experience in maternal and child health practice; and (5) The Arkansas Public Health Institute, coordinated by Katharine Stewart, PhD, MPH, which is both a workforce development program of the DOH and an academic course that emphasizes the integration of public health sciences, management for public health organizations, and community-based public health perspectives for DOH managers.

### **VIII.A.2.c Impact of Practice-based Activities on Promotion and Tenure**

The Dean's Executive Committee deliberately emphasized both research and practice when defining scholarship in the COPH's Appointment, Promotion, and Tenure Guidelines (see Appendix III.A). The same document defines research to be the generation of new knowledge pertinent to public health, and practice to be the advancement and/or evaluation of the application of knowledge to enhance the public's health. The College's Appointment, Promotion, and Tenure policy includes a category titled "Influence on policy/practice," under which applicants for promotion or tenure may document their impact, for example, on: legislation enacted or an executive order issued to

implement recommendation from research or practice; the citation of research or practice in agency regulations; statements of policy or official requests for proposals; being cited by a member of Congress or a state legislator during a floor statement; or being relied upon by an advocacy organization in a legal brief or statement of policy. These contributions have been heavily weighted in recent promotion and tenure decisions, and the Appointment, Promotion, and Tenure Committee continues to affirm the importance of faculty members' impact on public health practice in its decision-making process.

**VIII.A.2.d Active Engagement of Practice-based Part-time Faculty**

As mentioned previously, a number of part-time faculty in the COPH are also significantly involved in public health practice through their agency or organization positions, where many stand out as leaders or highly successful long-term employees. During the academic year 2005-2006, over 50 part-time faculty members in the COPH were principally employed in public health practice settings. These settings included DOH, Arkansas Nurses Association, National Center for Toxicological Research, Community Health Centers of Arkansas, Arkansas Medical Society, Arkansas Center for Birth Defects Research and Prevention, and Jefferson Comprehensive Care Systems. Many part-time faculty hold substantial leadership positions within these organizations and serve as guest lecturers in core courses, speakers in COPH-sponsored continuing education programs, and student preceptors for practicum experiences.

**VIII.A.3 Identification of outcome measures by which the school may judge the qualifications of its faculty complement, along with data regarding the performance of the school against those measures over the last three years.**

Table VIII-1 provides data on faculty qualifications. Measures include the proportion of doctorally-prepared faculty, the proportion of faculty with public health degrees/certification, research funding as a percent of total faculty salary, the proportion of female and minority faculty, and the proportion of faculty who are promoted or tenured, thereby describing faculty's overall level of achievement and productivity in teaching, research, and service.

**Table VIII-1. Faculty Qualification Measures<sup>1</sup>**

Measure	Academic Year 2003-2004 (N = 36)	Academic Year 2004-2005 (N = 43)	Academic Year 2005-2006 (N = 53)
Doctoral preparation (N/%)	29 / 80.6%	35 / 81.4%	47 / 88.7%
Public health degrees/certification (N/%)	18 / 50%	20 / 46.5%	25 / 47.2%
Research funding as percentage of total faculty salary	41.8%	49.9%	51.4%
Women (N/%)	17 / 47.2%	22 / 51.1%	25 / 47.7%
Minority (N/%)	5 / 13.9%	8 / 18.6%	10 / 18.9%
Promoted or tenured (N)	0	2 tenured	1 tenured, 1 promoted & tenured

<sup>1</sup>Data are provided on the 53 faculty members who were full-time or FTE-supported in the COPH as of October 1, 2006.

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

The COPH meets this criterion. The COPH benefits from a well-trained, multidisciplinary, diverse faculty who are fully engaged in the teaching, research, and service activities within the COPH. The faculty is committed to ensuring that students develop a broad-based understanding of public health issues and to integrating academic public health with public health practice. This College's foundation has featured careful planning to ensure that these elements are integrated into the

policies, methods, and procedures of the entire academic unit. The faculty members for whom ongoing FTE support is being provided are supplemented by a substantial number of public health practice partners who also have demonstrated enthusiasm and strong commitment to COPH's Mission and activities.

As of October 1, 2006, the COPH faculty numbers 53, with an FTE of 46.5. We originally expected to reach 40 FTE by the beginning of the 2006-2007 academic year but have exceeded that goal with successful recruitments in several departments. We plan to continue expanding our faculty in order to continue to diversify our collective expertise within the disciplines. Our continuous faculty growth since the COPH's inception is a notable success, and we have set a goal for our faculty complement to reach approximately 53 FTE within the next three years.

► **CRITERION VIII.B: THE SCHOOL SHALL HAVE WELL DEFINED POLICIES AND PROCEDURES TO RECRUIT, APPOINT, AND PROMOTE QUALIFIED FACULTY, TO EVALUATE COMPETENCE AND PERFORMANCE OF FACULTY, AND TO SUPPORT THE PROFESSIONAL DEVELOPMENT AND ADVANCEMENT OF FACULTY.**

**VIII.B.1 Inclusion of a faculty handbook or other written document that outlines faculty rules and regulations.**

The UAMS Faculty Handbook is provided in the Resource File available to the site visit team. The Faculty Handbook's website is being revised; however, most University policies that affect faculty are also available at [www.uams.edu/academicaffairs/facultyresources/](http://www.uams.edu/academicaffairs/facultyresources/). COPH-specific faculty guidelines include the COPH Promotion and Tenure policy, also provided in Appendix III.A.

**VIII.B.2 Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.**

UAMS and the COPH provide faculty development opportunities through mentoring activities and related resources. The UAMS Office of Educational Development (OED) administers the UAMS Teaching Scholars program. This two-part program for teaching faculty from the six health professions colleges is designed to develop a cadre of teachers who practice the scholarship of teaching and strive to improve their teaching methods. Lee Lee Doyle, PhD, part-time faculty in the COPH Department of Health Policy and Management, is co-Director of the Teaching Scholars program. Up to 18 faculty are selected each year to participate, two of whom may be from the COPH. Full- and part-time faculty are eligible to participate. Full-time and FTE-supported COPH faculty who have participated in the Teaching Scholars program include Tom Rimmer, ScD, and Dick Nugent, MD, MPH. Current secondary and adjunct COPH faculty who have participated include Teresita Angtuaco, MD; Donna West, PhD; Ralph Vogel, PhD; Beth Irwin-Clay, PhD; Joanna Thomas, MBChB, and Zenobia Harris, MPH.

Newly appointed faculty are mentored within the COPH by their department Chair and by colleagues with shared research and teaching interests. Although faculty are not required to form formal mentoring relationships, these are encouraged through the department Chairs and senior faculty. Chairs also meet annually with all faculty members to evaluate their progress, set goals for the coming year, and identify important new mentorship opportunities. In addition, the COPH has recently planned for increasing our formal development activities, including instituting a series of workshops for junior and mid-career faculty about topics specifically relevant to the promotion and tenure process. Some upcoming topics include ideas for tracking productivity in service, scholarship, and teaching; required elements of the promotion and tenure packet and tips for

producing a packet; and ways to address the requirements of “impact on the field” in terms of curricular innovation or impact on science and practice. These workshops are being developed and coordinated jointly by Eddie Ochoa, MD, Assistant Dean for Minority Affairs, and Katharine Stewart, PhD, MPH, Associate Dean for Academic Affairs.

The COPH also will institute, beginning in academic year 2006-2007, a mid-term review of all tenure-track assistant professors. This review will be strongly encouraged, but not required. At the end of their third year, each tenure-track assistant professor who wishes to participate will develop a “promotion packet” consistent with the guidelines of the APT committee for a true review, representing his or her productivity up to that point. This packet will be reviewed by a member of the APT committee, the faculty member’s Department Chair, and either one of the faculty member’s mentors or an additional tenured faculty member, and will involve a qualitative review of the packet with respect to how well the faculty member is documenting his or her work in each area, areas of perceived strength or weakness, specific guidance about additional development or productivity needs, and suggestions for improving the presentation of the work. As the workshops and the mid-term review processes begin, Drs. Ochoa and Stewart will develop additional workshops or development activities in response to needs that are newly identified. Drs. Ochoa and Stewart also have particular experience in professional development and leadership programs for minority and female faculty, and are working together to develop informal support networks and formal programming that addresses the challenges often faced by female and minority faculty.

Faculty members in the COPH, both full- and part-time, also have access to development programs sponsored by the UAMS College of Medicine’s Office of Faculty Affairs ([www.uams.edu/facultyaffairs/default.asp](http://www.uams.edu/facultyaffairs/default.asp)). This Office provides regular workshops for faculty on professional and personal development topics such as time management, grant writing, communication skills, formatting CVs, work-life balance, and improving presentation skills. The Office also collaborates with other academic medical centers in the region to produce the Southern Regional Professional Development Conference for Women in Medicine and Research, which COPH female faculty members are invited to attend. In 2005, Dr. Stewart presented a workshop to this Conference on communication skills that she has subsequently repeated at UAMS for local faculty.

Given the COPH’s early developmental stage, faculty leave time for research and sabbaticals is not highly prioritized at this time. In addition, the UA system and UAMS provide policies for all faculty at the COPH and across the university and even the system. A faculty incentive plan has also been developed and implemented in the COPH (see Appendix III.B.) so that full-time faculty may earn bonuses and accumulate faculty development funds (which can be used for professional expenses, including travel and sabbatical leaves), based on their research and teaching productivity. A base level of faculty development funds are provided to all full-time faculty annually.

### **VIII.B.3 Description of formal procedures for evaluating faculty competence and performance.**

Faculty competence and performance are evaluated in various ways, including the following:

- Teaching performance is evaluated by students every time a faculty member teaches a course. These student course evaluations are sent to faculty, their Chairs, the Associate Dean for Academic Affairs, and the Dean. Each Chair meets with the Associate Dean and Dean regularly to review and discuss the evaluations for that department, consider methods to remediate faculty performance in the case of substandard performance, and consider methods to reward faculty who have exceptional performances.

- The competence and performance of all faculty members are reviewed annually in accordance with UAMS policy ([http://www.uams.edu/academic\\_affairs/facultyhandbk/contents.htm](http://www.uams.edu/academic_affairs/facultyhandbk/contents.htm)).
- The final manner in which faculty competence and performance are monitored is through the Appointment, Promotion, and Tenure Committee. These procedures are specified in our Promotion and Tenure Policy (see Appendix III.A).

The COPH also presents our COPH Awards for Teaching, Service, and Research Excellence annually to full- or part-time faculty members. These awards may be student- or faculty-nominated, but are judged and awarded by the faculty. The Academic Standards Committee determines the award winner for Teaching Excellence; the Research Committee determines the winner for Research Excellence; and the Community-Based Public Health Committee determines the winner for Service Excellence. These awards are presented to faculty at the College's annual convocation ceremony.

#### **VIII.B.4 A description of student course evaluation process and/or evaluation of teaching effectiveness.**

During the 2004-2005 academic year, the COPH convened a work group of students and faculty to develop recommendations on upgrading the student course evaluation process. The group voted to move to the on-line system currently in use by the College of Pharmacy and the College of Medicine. CAIRO, Course and Instructor Ratings On-line, is a system for defining and conducting Web-based course and instructor evaluations. The system was developed by the UAMS Office of Educational Development and the Office of Academic Computing, in consultation with the UAMS colleges. It is designed to be used to create, schedule, administer, and report on course and instructor evaluations. (Sample course evaluations are provided in Appendix VIII.C.) The process to create and schedule evaluations is carried out through Windows-based components of the system. The evaluations, however, are Web-based. The evaluations are conducted anonymously at the end of a semester and data from the evaluations are forwarded to the Office of the Associate Dean for Academic Affairs, who coordinates the evaluation process. In addition, copies of the compilations of the course evaluations are provided to the Dean, Department Chair and the faculty member for the course. Each Chair meets with the Associate Dean for Academic Affairs and the Dean after every semester to review and discuss the evaluations for the relevant department, consider methods to remediate faculty performance in the case of substandard performance, and consider methods to reward faculty who have exceptional performances. Faculty members are encouraged to work with their Chairs and with the Office of the Associate Dean to continually improve their teaching effectiveness.

The UAMS Office of Educational Development provides, on an elective basis, additional assistance to faculty regarding teaching effectiveness. Faculty who wish to receive feedback on their teaching may contact OED for individual consultation. OED staff work with COPH instructors to develop and implement a plan to improve the teaching-learning process. The plan may include expert observation of teaching; videotaping and review of teaching; review of course objectives, syllabus, teaching strategies, methods of assessment, and evaluations; custom design of course or instructor evaluations; interpretation of the course and instructor evaluations; organizational schemes to improve and facilitate learning; transforming face-to-face courses to web-based courses; using media effectively; engaging learners; designing student assessments; small group learning strategies; using problem-based or case-based learning approaches; using simulations; understanding learning styles; and reviewing research design applied to teaching and learning.

### **VIII.B.5 Description of the emphasis given to community service activities in the promotion and tenure process.**

Service is emphasized in promotion and tenure, as documented in the COPH's Promotion and Tenure policy (see Appendix III.A). As discussed in Criterion VII, community service is a central part of promotion and tenure decision-making in keeping with the COPH Mission and Vision. Community service is an important part of performance at all faculty ranks. The future operation of this process will provide data and examples to indicate our success in making service truly fundamental to career advancement at UAMS.

### **VIII.B.6 Assessment of the extent to which this criterion is met.**

The COPH meets this criterion. Policies and procedures are in place that promote recruiting, hiring, and retaining highly qualified faculty. The COPH has been remarkably successful in attracting excellent faculty to our ranks even in this early stage of our development. As a highly Mission-driven institution, the COPH supports the full integration of practice and service into faculty activities and has policies and procedures in place to proactively monitor faculty performance across teaching, research, practice, and service domains. Additionally, the COPH recognizes the importance of supporting faculty development so that individual faculty members may utilize those resources according to their unique needs and gifts. By integrating the rich resources of programs such as the UAMS Office of Educational Development, the College of Medicine, and its own faculty development activities, the COPH has a faculty development program that is strong and continuing to expand.

- ▶ **CRITERION VIII.C: THE SCHOOL SHALL RECRUIT, RETAIN, AND PROMOTE A DIVERSE FACULTY AND SHALL OFFER EQUITABLE OPPORTUNITIES TO QUALIFIED INDIVIDUALS REGARDLESS OF AGE, SEX, RACE, DISABILITY, RELIGION, OR NATIONAL ORIGIN.**

### **VIII.C.1 Demographic data on the school's faculty.**

Demographic data on individual COPH faculty members are provided in Appendices VIII.A and VIII.B. Table VIII-2 provides the overall proportion of female and minority primary and FTE-supported faculty members by rank, and Table VIII-3 provides the proportion of secondary and adjunct female and minority faculty members by rank. Additional data on age diversity within the faculty are provided in Table VIII-4.

**Table VIII-2. Female and Minority COPH Primary & FTE-supported  
Faculty Members by Rank<sup>1</sup>**

Faculty	Academic Year 2003-2004 (N = 36)	Academic Year 2004 -2005 (N = 43)	Academic Year 2005-2006 (N = 53)
<b><i>Female Faculty at Rank (N / % of females / % total faculty at rank)</i></b>			
Total Female N	17	22	25
Instructor	3 / 17.6% / 75%	4 / 18.2% / 80%	4 / 16% / 80%
Assistant professor	7 / 41.2% / 58.3%	9 / 40.1% / 56.3%	11 / 44% / 61.1%
Associate professor	5 / 29.4% / 83.3%	5 / 22.7% / 71.4%	6 / 24% / 60%
Professor	2 / 11.8% / 14.3%	4 / 18.2% / 25%	4 / 16% / 20%
<b><i>Minority Faculty at Rank (N / % of minorities / % total faculty at rank)</i></b>			
Total Minority N	5	8	10
Instructor	2 / 40% / 50%	3 / 37.5% / 60%	3 / 30% / 60%
Assistant professor	2 / 40% / 16.7%	4 / 50% / 25%	6 / 60% / 33.3%
Associate professor	1 / 20% / 16.7%	1 / 12.5% / 14.3%	1 / 10% / 10%
Professor	0	0	0

<sup>1</sup>Data are provided on the 53 faculty members who were full-time or FTE-supported in the COPH as of 10/1/06.

**Table VIII-3. Female and Minority COPH Secondary & Adjunct  
Faculty Members by Rank<sup>1</sup>**

Faculty	Academic Year 2003-2004 (N = 144)	Academic Year 2004 -2005 (N = 160)	Academic Year 2005-2006 (N = 162)
<b><i>Female Faculty at Rank (N / % of females / % total faculty at rank)</i></b>			
Total Female N	61	64	66
Instructor	20/32.9%/58.8%	20/31.3%/55.6%	20/30.3%/55.6%
Assistant professor	15/24.6%/37.5%	15/23.4%/32.6%	16/24.2%/33.3%
Associate professor	11/18%/32.4%	11/17.2%/31.4%	12/18.2%/34.3%
Professor	15/24.6%/37.5%	18/28.1%/38.3%	18/27.3%/38.3%
<b><i>Minority Faculty at Rank (N / % of minorities / % total faculty at rank)</i></b>			
Total Minority N	22	25	25
Instructor	6/27.3%/17.6%	7/28%/19.4%	7/28%/19.4%
Assistant professor	11/50%/27.5%	13/52%/28.3%	13/52%/27.1%
Associate professor	2/9.1%/5.9%	2/8%/5.7%	2/8%/5.7%
Professor	2/9.1%/5%	3/12%/6.4%	3/12%/6.4%

<sup>1</sup>Data are provided on the faculty members who are secondary and adjunct; that is, they do not have ongoing FTE support in the COPH, but make contributions to the COPH through teaching, preceptorship supervision, research collaboration, or other service.

**Table VIII-4. Age Distribution of COPH Primary and FTE-supported Faculty<sup>1</sup>**

Age Range	Faculty Members (N/%)		
	Academic Year 2003-2004 (N = 36)	Academic Year 2004 - 2005 (N = 43)	Academic Year 2005- 2006 (N = 53)
20-29	1 / 2.8%	0	1 / 1.9%
30-39	5 / 13.9%	6 / 13.9%	10 / 18.9%
40-49	7 / 19.4%	11 / 25.6%	11 / 20.8%
50-59	14 / 38.9%	16 / 37.2%	17 / 32.1%
60-69	6 / 16.7%	5 / 11.6%	11 / 20.8%
70-79	2 / 5.6%	3 / 6.9%	3 / 5.7%

<sup>1</sup>Data are provided on the 53 faculty members who were full-time or FTE-supported in the COPH as of 10/1/06..

### **VIII.C.2 Description of policies and procedures regarding the school’s commitment to providing equitable opportunities without regard to age, sex, race, disability, religion, or national origin.**

The COPH adheres to the UAMS policy of nondiscrimination in hiring and promotion. These policies include the UAMS Anti-Discrimination Policy, compliance with The Americans with Disabilities Act of 1990, and the UAMS Sexual Harassment Policy, all found in the UAMS Administrative Guide (<http://www.uams.edu/ohr/policies/index.html>). These policies are reiterated in both the UAMS Staff Handbook (<http://www.uams.edu/ohr/homepage/handbook.pdf>) and the UAMS Faculty Handbook ([http://www.uams.edu/academic\\_affairs/facultyhandbk/default.htm](http://www.uams.edu/academic_affairs/facultyhandbk/default.htm)).

Beyond the UAMS policies, the COPH’s professional public health values, concepts, and ethics to which the school is committed and a description of how these are operationalized can be found in Section II.B.4. In Section II.B.5, we describe the COPH’s written policies that are illustrative of the COPH’s commitment to fair and ethical dealings. Included in these are the following policies that pertain to faculty:

Appeals Committee. The Appeals Committee represents a formal mechanism whereby any person (faculty, staff, student) may obtain a complaint review by an impartial group. The procedure is not used to question a rule, procedure, or policy that has been established by an authorized faculty or administrative body.

Principles of Community-based Public Health Research, Service, and Training. Principles of Community-based Public Health Research, Service, and Training (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 our organizational partners.

Faculty Mentorship and Development Principles. Faculty Mentorship and Development Principles have been developed to set standards for mentoring and developing faculty, and 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 (see Resource File)

The COPH is committed to ensuring that these policies are applied equitably to all COPH faculty and employees, in all aspects of employment, compensation, employee evaluation, promotion and advancement, employee development, access to services, and employee discipline.

**VIII.C.3 Identification of outcome measures by which the school may evaluate its success in achieving a demographically diverse faculty complement, along with data regarding the performance of the school against those measures over the last three years.**

The COPH monitors a variety of outcome measures relevant to achieving, supporting, and sustaining a demographically diverse faculty as summarized in Table I-1. Critical to the evaluation of Criterion VIII.C are the proportions of female and minority faculty within our ranks, evaluated on an annual basis. These data for the past three years are presented in Tables VIII-1, VIII-2, and VIII-3.

The COPH continues to be in what is likely one of our most active phases of faculty recruitment. During this time we have maintained a particular emphasis on recruiting, hiring, and retaining minority faculty members, and have added three new minority faculty since 2002-2003, increasing the proportion of minority primary faculty to nearly 19%. Given health disparities seen nationally and within Arkansas, recruiting minority faculty to provide cultural relevance for training, research, and service programs is essential. Advertisements for open faculty positions are placed in publications targeting historically Black colleges and universities and their alumni, and COPH faculty and staff are encouraged to utilize personal and professional association networks that have a high likelihood of reaching minority candidates when recruiting or representing the COPH. In addition, the Assistant Dean for Minority Affairs, Eduardo Ochoa, MD, has specific responsibilities for assisting in minority recruitment and retention of faculty and staff. Through Dr. Ochoa's efforts and those of other faculty, the COPH anticipates increasing the number of full-time minority faculty. Similarly, the COPH has increased our number of female faculty from 17 to 25 (now females are about 48% of our primary faculty), and increased the number of female full professors.

**VIII.C.4 Assessment of the extent to which this criterion is met.**

The COPH meets this criterion. Over the past two and a half years, the faculty has grown rapidly, and has at the same time displayed an appropriate diversity in terms of gender, ethnicity, and age of our members. The number of minority faculty members would ideally be higher, and this is a goal for the COPH over the next two to four years. In service of this goal, the COPH has already implemented active recruitment strategies that have resulted in considerable interest from minority candidates whose credentials indicate a good fit with the COPH's activities. The continued implementation of these strategies, as well as our activities for female and minority faculty development, should support a continuing increase in the proportion of minority faculty members within the COPH. Of note is the fact that over half of the College's full-time and FTE-supported faculty are over 50 years of age – our active recruitment will likely include recruitment of several junior faculty members, but faculty development plans will also need to address succession planning concerns to assist the COPH as older faculty begin to retire.