

Appendix III.A

UAMS College of Public Health Appointment, Promotion and Tenure Policy

The following policies and procedures for the College of Public Health are supplemental to the policies of the University of Arkansas Board of Trustees and those set forth by UAMS that apply to the campus as a whole. When possible, internal references have been provided to link the reader to appropriate information. It is not intended to supplant those policies and where any conflict might be deemed to exist, the Board of Trustees' policies or the policies of UAMS shall be controlling.

1. The following are the Faculty ranks that will be used at the College of Public Health. These will be used for tenured, tenure-seeking and non-tenured positions. Faculty with non-primary, i.e., secondary and adjunct appointments, will only be considered for non-tenured positions.
 - Instructor
 - Assistant Professor
 - Associate Professor
 - Professor
 - University Professor
 - Emeritus Professor

Visiting appointments are offered to individuals of faculty rank who are serving for temporary periods, usually not to exceed one year.

***Distinguished Professor** will follow the guidance of UA Board Policy 470.1, which states:*

The rank of distinguished professor is to be reserved for those individuals who are recognized nationally and internationally as intellectual leaders in their academic disciplines for extraordinary accomplishments in teaching; published works, research, or creative accomplishments in the performing arts; or other endeavors, and who have gained such recognition for distinction at this or another university prior to appointment as distinguished professors.

Appointments to this rank shall be made only when clear indication exists that individuals so appointed will provide exemplary academic and intellectual leadership and continue their professional activities in such a way as to maintain national and international recognition and a commensurate level of accomplishment.

***Emeritus Professor** will follow the guidance of UA Board Policy 475.1.*

2. Except as provided below, the award of tenure for tenure-earning positions will only be made following a minimum of a 12-month probationary period. Exceptions:

- Faculty members currently tenured with another college or division of UAMS may be transferred with tenure if their primary appointment will be in the COPH, upon approval of the Dean and the Chancellor.
 - Newly recruited faculty members with time accumulated in a tenure-track position in another college or division of UAMS or in another institution may negotiate with the Department Chair and Dean to transfer all, some or none of that time to their appointment in the UAMS COPH.
 - With the recommendation of the Faculty Appointment, Promotion and Tenure (APT) Committee and the approval of the Dean, Chancellor and UA Board of Trustees, the award of tenure may be made sooner than specified above.
3. Effective upon adoption of this document, any initial appointment or promotion to a position of Associate Professor or Professor requires the recommendation of the Faculty APT Committee, and approval of the Dean, Chancellor and UA Board of Trustees.
 4. Full-time is considered at 51% effort or above. Those individuals certified by the Department Chair as contributing 51% or more of their time and effort shall be considered full-time faculty and eligible for consideration for tenure within their rank.
 5. Evaluations for appointment, promotion, and tenure shall be based on criteria established in the following three areas: (1) Teaching; (2) Scholarship; and (3) Service.
 6. The decision in regard to whether faculty will be nominated for tenure-earning vs. non-tenure earning primary appointments will be made by concurrence between the proposed faculty member's Department Chair and the Dean and will be based upon: 1) degree and balance of the faculty member's accomplishments in all three areas (teaching, scholarship and service); 2) the "essentiality" of the content area for the position for the Department's and College's priority areas in teaching, scholarship and service; and 3) security of long-term funding to support the position.
 7. Faculty in tenure-earning or tenured, primary positions will be evaluated in all three areas (teaching, scholarship and service) and expected to demonstrate accomplishments consistent with the rank under consideration.
 8. Faculty in non-tenure earning primary positions will be evaluated in all three areas (teaching, scholarship and service) but expected to demonstrate accomplishments consistent with the rank under consideration in at least two of the three areas.
 9. Faculty in non-primary appointments (i.e., secondary and adjunct) will typically be non-compensated, except in the cases in which they assume substantial responsibilities (e.g., teaching or co-teaching a course, significant administrative responsibilities, etc.). Initial appointments and annual review will be based on faculty members' accomplishments in at least two of the three areas of evaluation (teaching, scholarship and service). Consideration of an initial appointment will also involve an

expectation that the faculty member will make a sustained contribution to the COPH in at least one of the three areas. Annual review of non-primary appointments by the Department Chair will be based on sustained contribution to the COPH in at least one of the three areas of evaluation (teaching, scholarship and service). Annual renewal of non-primary appointments will be based on the Department Chair's annual determination of sustained contribution to the COPH in at least one of the three areas of evaluation (teaching, scholarship, and service) and will require approval of the Dean.

10. Faculty with non-primary appointments will be considered for promotion by the APT Committee in accordance with the same procedures established for faculty with primary appointments. Generally, faculty with primary academic appointments outside of the COPH will be considered for promotion when they are promoted in their primary appointment position, although exceptions can be considered by the APT Committee and the Dean upon recommendation by the Department Chair. Documentation prepared for promotion and/or tenure review of non-primary faculty in their department of primary appointment will be accepted for consideration for promotion in the COPH in lieu of documentation conforming to COPH procedural guidelines. Review of faculty with non-primary COPH appointments will involve all three criterion areas (teaching, scholarship and service) but promotion will only require accomplishments consistent with the rank under consideration in two of the three areas. Promotion of faculty with non-primary appointments will also require demonstration of sustained contributions to the COPH in at least one of the three areas of evaluation.
11. Meetings of the APT will be scheduled at a time when all committee members may be present unless a member excuses him/herself and registers an absentee vote (yea, nay, or abstention) with the committee's chair prior to the meeting. All committee members may be present during all deliberations of the committee, but only members who hold the rank or tenure status at the level being considered during a vote will be allowed to vote (i.e., only full Professors will vote in matters when a faculty member is being considered for promotion to full Professor; only tenured faculty will vote in matters when granting of tenure is being considered). Votes will be cast by a secret ballot, but the outcome of votes will be recorded and reported to the DEC and dean. In cases in which both tenure and promotion are being considered, separate votes for tenure and promotion will be taken.

Faculty Ranks

Instructor

Requires training beyond the baccalaureate degree although technical proficiency and experience may serve in lieu of formal training — Appointment at the rank of instructor is appropriate for individuals with limited experience in teaching, scholarship and service. Reappointment and promotion require significant professional development as demonstrated by active involvement in teaching, research or practice. Since Instructor is

a non-tenure earning appointment, time spent as an Instructor does not count toward earning tenure. Although time at the instructor rank is not limited, it is expected that instructors will progress to the rank of assistant professor with the acquisition of the terminal degree. Active work toward a terminal degree may, therefore, be required.

Assistant Professor

May be tenure earning or non-tenure earning – A terminal degree is required for this rank. Appointment at the rank of assistant professor is appropriate for individuals showing promise as a teacher and scholar. Continued appointment at this rank requires success as a teacher, scholarly achievement and service. An assistant professor will have seven (7)^{*} years to achieve promotion to the rank of associate professor or to convert to a non-tenure earning position.

Associate Professor

May be tenured, tenure earning or non-tenure earning – A terminal degree is required for this rank. Appointment at the rank of associate professor is appropriate for individuals who demonstrate excellence in scholarship (teaching and/or research) and service and that his or her work has led or will lead, either collectively or individually, to improvements in public health practice. For continued appointment, candidates are expected to show evidence of continued high quality teaching, excellence in scholarship, and demonstrated service. There is no limit to the number of years an individual may remain at the rank of associate professor; however, in the normal course of events, individuals will progress to the rank of professor.

Professor

May be tenured, tenure earning or non-tenure earning – A terminal degree is required for this rank. Appointment at the rank of professor is appropriate for individuals who are recognized nationally for excellence in the conduct of teaching and academic duties, sustained excellence in scholarship, and contributions in public health service. To be promoted to professor, faculty members must demonstrate that their work has led to a significant improvement in the public's health or a significant advancement of the science or practice of their discipline. Faculty members with the rank of full professor are expected to show evidence of national recognition of their leadership abilities through continued service to their discipline and/or to public health.

University Professor

Appointment to a university professorship is a special honor conferred only upon active faculty in recognition of an extended period of exemplary service in a spirit of collegiality not only to the College itself but also to the University of Arkansas for Medical Sciences. This period of exemplary service extends also to their profession and

^{*} Application for tenure should occur no later than the beginning of the sixth year for a decision to be reached prior to the beginning of the seventh (or final) year in this rank.

to the public through their professional activities. In order to achieve this distinction, a faculty member must, in addition to having an extended period of exemplary service to the College and the University of Arkansas for Medical Sciences, have gained wide recognition among their peers throughout the College and UAMS for their sustained excellence in scholarship, teaching, or creative activity germane to their respective disciplines while serving as an interdisciplinary team member of the faculty of the University of Arkansas for Medical Sciences. Once appointed to the rank of university professor, the individual shall hold this rank for the remainder of their tenure at the University of Arkansas for Medical Sciences.

The rank of a university professorship may be awarded to active faculty who already hold the rank of professor or distinguished professor. Individuals who have been serving in an administrative capacity at the University of Arkansas for Medical Sciences are not eligible for receipt of this honor until a minimum of three years after leaving their administrative position.

Emeritus Professor

Emeritus Professor status is awarded in recognition of distinguished service to the University of Arkansas upon retirement. Emeritus professors are expected to assist and support the University of Arkansas in their areas of competence, particularly in an advisory capacity, when requested to do so.

Evaluation Criteria

Teaching

Although teaching occurs in the classical classroom setting, in a professional school offering post-graduate education, teaching can also occur in a variety of additional ways. Listed below are several “settings” in which a faculty member can be evaluated for this skill area.

Teaching Settings and Roles:

1. Formal teaching
 - Classes, seminars, or laboratory courses for graduate students
 - Web-based instruction of graduate students
 - Continuing education courses
2. Curriculum development
 - Development of new course
 - Conversion of course for distance-learning: compressed video or web-based instruction
3. Informal teaching
 - Chair of IPAC, thesis and/or dissertation committees
 - Member of IPAC, thesis and/or dissertation committees
4. Mentoring, academic advising, or supervising

- Faculty supervisor for independent study course (e.g., directed studies, field experiences/preceptorship, integration project, capstone project)
 - Serving as field supervisor/preceptor for preceptorship or capstone experiences
 - Academic advising for CPH students
 - Supervision and mentoring of post-doctoral fellows
 - Mentoring of junior faculty
5. Principal investigator on a training grant

It is the policy of the UAMS College of Public Health to consider appropriate methodologies for adult learners in evaluating faculty in this area. For that reason, three aspects of faculty teaching and associated educational activities will be evaluated: the process, content and outcomes of their activities. Process is how one teaches, i.e., the use of a variety of appropriate and up-to-date teaching methods; content is what one teaches, and outcomes are the result or the impact of teaching on the student (i.e. what the student learns or can do as a result of teaching.)

Examples of documentation appropriate for each setting/role and component include:

Formal Teaching

Process

1. Course number, title and objectives; semester taught, number of students, status of students (i.e. CPH students, outside professionals, cross-section of disciplines, etc); whether team-taught or if guest lecturers were used, list of other team members/guest lecturers and the percentage of total effort contributed; a copy of the course syllabus; name of textbooks and/or required reading selections, supplemental readings and a list of materials distributed; examination methods and a copy of any written examinations; and copies of official student evaluations.
2. Title and objectives for continuing education courses, certification programs, or workshops directed at enhancing skills of practitioners; dates of courses/programs, number of participants; description of level of effort; a copy of the course syllabus; name of textbooks and/or required reading selections, supplemental readings and a list of materials distributed, if applicable; examination methods and a copy of any written examinations; copies and written summary of participant evaluations.

Content

1. Examples of new developments contained in the course contents to demonstrate the course is up-to-date with the field.
2. Demonstration that course content is appropriate for discipline being taught (e.g. content is similar to courses being taught in other recognized programs.)
3. Evidence that teaching methods are periodically reviewed by senior faculty and/or outside experts through classroom visitations, review of course syllabi and other related materials, review of student evaluations.

4. Evidence of innovation in teaching methods, course content, other learning experiences, curriculum development or revision, and use of appropriate technology.
5. Evidence of inclusion in the course contents of subject matter core competencies for the discipline, as outlined in *The Public Health Faculty/Agency Forum Final Report*.
6. Evidence of inclusion in the course contents of core competencies for public health practice, as found at www.trainingfinder.org/competencies/list.htm., *A Project of the Council on Linkages Between Academia and Public Health Practice*.
7. Publication and adoption of textbook(s).

Outcomes

1. Evidence of self-evaluation of teaching.
2. Awards for outstanding teaching.
3. Evidence that contributions to teaching are being adopted or are affecting teaching programs at other institutions.
4. Evidence that teaching has a significant impact on students or fellows beyond what is considered usual or normal, e.g., inclusion of letters from former students or fellows or other evidence of faculty impact on the accomplishments of former students or fellows.
5. Evidence of ability to build and sustain relationships through participation in interdisciplinary projects and/or team teaching.
6. Evidence of leadership in design, delivery and evaluation of teaching programs that catalyze others to achieve their maximum potential.
7. Invitation by other institutions to serve as guest lecturer, trainer or visiting professor.

Curriculum Development

Process and Content

Title and objectives of new course or course converted for distance learning; current status of the curriculum/course; if team effort, list of other team members and description of level of effort; description of instructional methods and materials developed; evaluation methods developed by faculty to determine whether course meets its stated objectives.

Outcomes

1. Evidence that contributions are being adopted or are affecting teaching programs at other institutions.
2. Grants to support instructional activities if these are individual accomplishments.
3. Evidence of ability to sustain and build relationship through participation in interdisciplinary projects.
4. Evidence of leadership in design, delivery and evaluation of teaching programs that catalyze others to achieve their maximum potential.

Informal Teaching

Process and Content

Name of students for whom faculty member served as IPAC, thesis or dissertation committee chair or member; specification of the faculty member's role (chair or member); dates and title of the integration project, thesis or dissertation; description of nature of mentoring, if applicable, and level of effort; outcome or progress to-date for each student.

Outcomes

1. Evidence of self-evaluation of role in integration project/thesis/dissertation process.
2. Evidence that IPAC/thesis/dissertation role has a significant impact on students/fellows beyond what is considered usual or normal, e.g., inclusion of letters from former students or other evidence of faculty impact on thesis/dissertation process.
3. Evidence of ability to sustain and build relationship through participation in interdisciplinary projects and/or team teaching.
4. Evidence of leadership in design, delivery and evaluation of teaching programs that catalyze others to achieve their maximum potential.
5. Invitation by other institutions to serve as guest lecturer, trainer or visiting professor.

Mentoring, Academic Advising, and Supervision

Process

1. Course number, title and objectives of independent studies courses; semester taught, number and listing of students supervised in independent studies; whether course was team-led and, if so, faculty member's role and level of effort; copy of course work-plan or syllabus for each student or group of students, including list of required and supplemental readings, list of materials distributed, examination or other evaluation methods, and copy of any written examinations, as applicable; copies of official student evaluations.
2. Name and number of COPH certificate, master's, and doctoral students for whom the faculty member served as academic advisor; dates of advising; outcome or progress to-date.
3. Name and number of post-doctoral fellows and/or junior faculty members mentored; description of nature of mentoring provided and level of effort; dates of mentoring; evidence/indicators of effectiveness; documentation of benefit by letter of support from fellows and faculty mentored.

Content (applicable for independent studies)

1. Examples of new developments contained in the course contents to demonstrate the course is up-to-date with the field.

2. Demonstration that course content is appropriate for discipline being taught (e.g. content is similar to courses being taught in other recognized programs.)
3. Evidence that teaching methods are periodically reviewed by senior faculty and/or outside experts through review of course syllabi/work-plans and other related materials, review of student evaluations.
4. Evidence of innovation in teaching methods, course content, other learning experiences, and use of appropriate technology.
5. Evidence of inclusion in the course contents of subject matter core competencies for the discipline, as outlined in *The Public Health Faculty/Agency Forum Final Report*.
6. Evidence of inclusion in the course contents of core competencies for public health practice, as found at www.trainingfinder.org/competencies/list.htm., *A Project of the Council on Linkages Between Academia and Public Health Practice*.

Outcomes

1. Accomplishments, employment record, progress towards improvements in public health demonstrated by the professional careers of former students, fellows and junior faculty.
2. Evidence of self-evaluation of teaching.
3. Evidence that teaching has a significant impact on students/fellows beyond what is considered usual or normal, e.g., inclusion of letters from former students or fellows or other evidence of faculty impact on the accomplishments of former students or fellows.
4. Evidence of ability to sustain and build relationship through participation in interdisciplinary projects.
5. Invitation by other institutions to serve as guest lecturer, trainer or visiting professor.

Training Grants

Process

Description of training grant; term of the grant; number and type of participants and courses supported during the grant; description of training delivery method; written summary of participant evaluations.

Outcomes

1. Accomplishments, employment record, progress towards improvements in public health as demonstrated by the professional careers of former students and fellows supported by training grants.
2. Grants that support research activities that involve students or support acquisition or expansion of new equipment and training opportunities.

Scholarship

Faculty scholarship is expected to enable improvements to the health of the public or advancement of the science and practice of the discipline. For purposes of faculty evaluation, scholarship is construed to encompass both research and practice. A faculty member at the UAMS College of Public Health may choose to emphasize original research, i.e. the generation of new knowledge pertinent to public health; to emphasize public health practice, i.e. the advancement and /or evaluation of the application of knowledge to enhance the public's health; or to maintain a balance between the two. Both original research and scholarly public health practice require originality of thought and effective dissemination of knowledge through publications, presentations and other appropriate means.

Criteria for evaluation of quality in scholarship are found below, followed by a listing of sample documentation that may be provided as evidence of such.

Criteria for Evaluating Quality:

1. The area of research or practice is one of importance relative to the faculty member's discipline, to human health or the health of the public.
2. The faculty member's research or practice has moved the discipline or practice arena forward. If carried out in collaboration with others, then the contribution by the faculty member represents a major contribution toward moving the discipline or practice arena forward.
3. Research (or area of practice) results or findings have been published in a peer-reviewed, high quality, high impact journals.
4. Research or area of practice has resulted in contributions in policy and/or program design, lead to new developments or breakthroughs in the field or been incorporated to address a current public health problem and will influence the public health status in the community.
5. Work of other researchers or practitioners has been stimulated by this work.
6. The research or practice area has influenced and improved the teaching activities of the faculty member and /or the department.
7. The research or area of practice has influenced other activities in the community, in other communities or with other agencies or organizations or has resulted in the creation of a new, ongoing partnership to address public health issues in a community (local, state or national).
8. The work demonstrates the faculty member's ability to incorporate new developments in the field and transfer knowledge and techniques to problems influencing public health.
9. The work has resulted in the advancement of capacity building for delivery of the core functions of public health at the local, state or national level.

Documentation:

1. Publications
 - a. Journal Publications—provide name of journal, full citation, including all authors.
 - b. List of citations, references by others

- c. Title and full citations of textbooks or scholarly books (level of sales, schools used, etc.), material incorporated in a textbook, book or used as a case study (provide name of textbook, book or source of case study)
 - d. Monographs, technical reports, reports to an agency or community that assist in the assessment of public health problems, assurance of the delivery of public health services or development of public health policy.
 - e. List of published commentaries/critiques of notable publications or technical reports.
 - f. Citation, reference, comment and critiques of a technical report arising from the work – provide copies.
2. Funded Research or Practice-based Activities
 - a. Funded grants, contracts, fellowships or other awards for research, public health practice or training activities.
 - b. Overview and summary for each of the above funded projects.
 3. Dissemination other than publication
 - a. Oral and poster presentations at scholarly meetings or conferences, seminars, short courses or training sessions.
 - b. Invitation to present or presentation at professional meetings, advisory group meetings, hearings before Congressional or legislative committees, oversight or board meetings.
 - c. Dissemination using multi-media technology such as the Internet.
 - d. Communications to non-professionals in newspapers, newsletters or other lay publications.
 4. Awards and Honors—scholarly recognition by a professional organization or group
 5. Influence on policy/practice
 - a. Legislation enacted/ executive order issued to implement recommendations from research or practice.
 - b. Agency regulations/statement of policy/or requests for proposals acknowledging research or practice and incorporating the approach resulting from research or practice in a new program design or implementation of a new program.
 - c. Research, model or theory cited in floor statement for legislation pending before Congress or the state legislature.
 - d. Research cited by advocacy organizations attempting to influence legislation or policy at the state or national level.

Service

In a professional institution, the practice of science is pursued within a community of scholars who, through interdependence, build upon the innovations of each other, review each other's contributions, determine when new knowledge exists and work to translate that knowledge to benefit the larger society. Each member of the community of scholars therefore has an obligation and responsibility to work to the benefit of others.

Service may occur in three arenas: within the profession, within the University or within the community-at-large (local, state, national or international, both public or private). Examples, though not an exhaustive list, are listed below:

1. Service to the profession
 - a. Membership in, or leadership of, a professional organization, committee, board, consortium, advisory group, task force, or other policy-making group.
 - b. Election or appointment to a leadership position within a national or international scientific organization in recognition of outstanding research or practice accomplishments
 - c. Selection to serve as an editor or reviewer for scientific publications
 - d. Reviewing professional books.
 - e. Serving on review panel for grant or contract proposals, serving on site-visits or service on a monitoring board or panel.
 - f. Participating on or consulting with accrediting or other educational review boards
 - g. Selection to serve on national task force or governmental advisory group or philanthropic organization in recognition of outstanding research or practice accomplishments and expertise.

2. Service to the University
 - a. Membership on governing committees within COPH, UAMS or UA.
 - b. Service as director or member for an interdepartmental team within COPH or with other colleges within UAMS or institutions within the state.
 - c. Service as director or member on a COPH/ADH project or team.
 - d. Service in an administrative role for the department, a center, or COPH.
 - e. Other contributions to faculty governance and student life.

3. Service to the community-at-large
 - a. Membership on boards or committees in a professional capacity
 - b. Lectures in the community arising from your area of expertise.
 - c. Provision of technical assistance or education to the community-at-large.

Documentation:

Listing with dates of term of office or membership and a brief description (as needed).

Appendix III.B

Faculty Incentive Plan UAMS College of Public Health

The College of Public Health's (COPH) Faculty Incentive Plan (FIP) is designed to reward faculty for: 1) maximizing extramurally funded salary support; 2) teaching efforts as based on tuition return to the College; and 3) participating in grants and contracts with high levels of indirect cost recovery (IDCR). In addition, minimal standards are established for: 1) extramural support expected for all faculty; 2) teaching quantity; 3) teaching quality; 4) advising/mentoring of students; 5) publication efforts; and 6) service contributions. There are two basic components to the FIP: 1) a monthly bonus paid directly to faculty as a supplement to their existing fair-market salaries; and 2) a return of a proportion of both IDCR and tuition which accrue to the COPH paid into the individual faculty member's development (116) accounts (less any prorated "taxes" or costs to the COPH for the faculty member's activities). Only faculty who have an appointment in the COPH (full-time or part-time) and who are salaried (i.e., have an on-going salary commitment from the COPH as confirmed by the Dean) will be eligible to participate in the FIP. This FIP applies only to the proportion of faculty members' time that is salaried within the COPH and the activities which occur under the umbrella of and are credited to the COPH. Participation of eligible part-time faculty will be subject to approval of faculty members' primary appointment department chairs and the deans. Payments (both bonuses and 116 account credits) will only be made when the College is able to cover these expenditures with surpluses in the overall College's budget and will be limited to these surpluses.

Faculty members' total salaries will consist of the following three components: 1) base salary (70% of the target, fair-market salary); 2) supplement, intended to bring faculty members' salaries up to a competitive, target, fair-market salary; and 3) bonus. The target fair-market salary is determined as base (70% of the target, fair-market salary) plus supplement (difference between target, fair-market salary and base). All faculty are expected to receive the target fair-market salary, provided that they meet minimal performance criteria within three years of their employment. The bonus portion of faculty members' salaries will be determined based on extramural salary support as described in detail below.

This FIP is subject to approval by the Dean of the COPH and the Chancellor. This FIP will be subject to review two years from implementation, and every two years thereafter, or at any time deemed appropriate by the Dean or the Chancellor. The six minimal performance criteria determining faculty eligibility for participation in the FIP are detailed below.

Minimal Performance Criteria Determining Eligibility to Participate in the COPH's FIP

To be eligible to participate in the COPH's FIP, a faculty member is expected to meet six minimal performance criteria: 1) have at least 30% of fair market salary extramurally supported from all sources (grants, contracts, clinical activities, consulting, etc.); 2) teach courses as assigned by Chair; 3) receive acceptable student evaluations; 4) advise/mentor students and/or fellows; 5) have submitted at least two manuscripts for peer-reviewed publication within the previous year; and 6) participate in some form of significant public health service that can be documented during annual faculty review. The decision about whether or not these criteria are met is subject to review and agreement by the faculty member's chair and the COPH Dean. The

criteria for participation in the FIP are intended as guidelines, and unusual faculty work demands in one area, the assumption of significant administrative responsibility, or other extenuating circumstances (such as illness) will be considered by the department Chair and the COPH Dean in judging whether or not faculty are eligible for FIP participation.

Part-time salaried faculty will have these performance expectations prorated based on the proportion of their salaries that derive from the COPH; however, the prorated minimal performance expectations must be evaluated in terms of their contribution to the COPH. FIP benefits will accrue to part-time faculty according to revenues generated through the COPH that are not subject to other forms of compensation. The manner in which part-time faculty will be compensated under this COPH FIP will be addressed annually via a letter to the faculty member, signed by the Chair and Dean, at the end of each calendar year.

Although it is expected that all faculty in the COPH will meet these minimal performance criteria, faculty members not meeting criteria will be notified in writing with documentation of the reasons for their falling below performance expectations. Faculty who are judged by the Chair and Dean jointly to not meet these minimal performance criteria during annual review based on calendar year periods will be subject to a reduction of salary. This salary reduction can range from 1-30% from the target, fair market salary, down to the base that is 30% below their target, fair-market salaries.

Bonus

The bonus portion of faculty members' total salaries will be totally based on the proportion of their salaries that is extramurally funded. The bonus will be paid quarterly from funds that "offset" their salaries from extramural sources (e.g., grants, contracts, clinical activities, consulting, etc.), unless otherwise specified in their letters of offer or amended letters of offer. The bonus will consist of 30% of faculty members' salaries that are covered beyond the minimal performance criterion for extramural support, i.e., beyond an initial 30% of salary (the maximum bonus is thus 21% for someone who is 100% funded from extramural sources, i.e., 100% [funding level] – 30% [minimal performance criterion] x 30%). Part-time, salaried faculty will have their bonuses based solely on the amount of their salaries that derive from funding sources credited to the COPH. Faculty who are newly hired to UAMS and bring extramural funding with them from grants, contracts, or subcontracts will have this funding included in determining their eligibility for participation in the FIP and their bonuses.

Examples of the amount of bonus payment paid to faculty under different funding scenarios are included below:

Example A: A faculty member is hired with no extramural funding but manages to secure extramural funding for 50% of his/her salary. Upon securing 50% funding, his/her monthly bonus would be 6% of his/her fair market salary (provided all other minimal performance expectations are met), i.e., (50% - 30% minimal expectation) * 30% = 6%.

Example B: A faculty member is hired and is able to bring with him/her sufficient funding from extramural activities (grants, contracts, subcontracts, clinical revenues) to cover 60% of his/her salary. The faculty member's bonus would be 9% of his/her fair market salary

(provided all other minimal performance expectations are met), i.e., $(60\% - 30\%) * 30\% = 9\%$.

Example C: A faculty member secures 90% extramural funding for his/her salary. Upon securing 90% funding, his/her monthly bonus would be 18% of his/her fair market salary (provided all other minimal performance expectations are met), i.e., $(90\% - 30\% \text{ minimal expectation}) * 30\% = 18\%$.

Faculty Development (116) Accounts

The second component of the COPH's FIP involves monies paid into individual faculty development (116) accounts. In addition to being able to deposit approved consulting and other professional fees in these accounts, faculty are to accrue funds which are returned to the COPH by the Chancellor from IDCR from grants and contracts and from tuition paid by students taking courses in the COPH. IDCR returned to the COPH will be divided as follows: 12.5% to be distributed for allocation by the grant or contract principal investigator (PI); 43.75% to be credited to the PI's department for distribution by the department chair; and 43.75% to be credited to the dean's office for distribution by the dean. The PI may elect to distribute the 12.5% allocation made available to him/her to the 116 accounts of other investigators working on the grant or contract from which the funds were derived, subject to approval by the PI's chair and the dean. A form for allocation by the PI of the 12.5% allocation for distribution by the PI is appended. This form must be completed and approved by the PI's chair and dean upon award of the grant and any time a change is made by the PI in the allocations over the course of the grant or contract.

A portion of tuition returned to the COPH for courses taught by faculty members will also be credited to faculty members' 116 accounts, according to the following guidelines: 100% of the first \$1000 in tuition returned to the COPH for a course taught and 25% of any additional tuition payments (the remaining tuition income will be split equally between the department and the dean's office). In the case of co-taught courses, the instructors will need to agree on the division of the tuition funds available for disbursement to faculty as specified above. Funds in these employer accounts may be used for approved professional expenses, such as: salary support for the faculty member themselves; staff salary support; professional travel; professional dues and publications; salary support for faculty members themselves during approved sabbatical leave; professional equipment, supplies, and furniture to be used in space owned or leased by UAMS; and other expenses related to professional research, service, and teaching.

Approval Form for Allocation of Indirect Cost Recovery (IDCR) Distributions to Principal Investigators (PI) of Grants and Contracts

(to be completed upon the award of all grants and contracts and anytime that the PI changes the allocation proportions)

Title of Grant/Contract: _____

PI: _____

Grant No.: _____

Funding Period: ____ / ____ / ____ to ____ / ____ / ____

Distribution: ____ initial, made upon first award
 ____ revised

List all faculty-level personnel on project and Proportion of the Total IDCR to be allocated to each individual's 116 account even if the proportion is 0%.

<u>Names</u> ¹	<u>% of IDCR to be allocated</u> ²
_____, PI	_____ %
_____	_____ %
_____	_____ %
_____	_____ %
_____	_____ %
_____	_____ %
_____	_____ %
_____	_____ %

¹Attach additional sheets if necessary to list all faculty-level personnel on project; ²Must total to 100%.

Approvals:

PI: _____
 Signature

 date

PI's Chair: _____
 Signature

 date

Dean: _____
 Signature

 date

Agreement for Distribution of Tuition Returned to the COPH for Courses Taught
by more than One Instructor
(to be completed prior to the course beginning)

Course Title: _____

Semester in which course will be taught: _____

Names of All Instructors (printed names)	(signatures)	Percent Distribution ¹
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

¹ Column must add to 100%.

Approvals:

Chair signatures for all faculty:

Dean Signature:

Appendix III.C

Membership of COPH Committees and *ad hoc* Committees

III.2.a Joint Leadership Council

Co-Chair: Dr. James Raczynski, Dean; Professor, Health Behavior and Health Education

Co-Chair: Dr. Paul Halverson, Director, Arkansas Division of Health and State Public

Health Officer; Professor and Chair, Health Policy and Management

Dr. Joe Bates, Deputy State Health Officer, Arkansas Division of Health; Associate Dean for Public Health Practice; Professor, Epidemiology

Dr. Katharine E. Stewart, Associate Dean for Academic Affairs; Associate Professor, Health Behavior and Health Education

Dr. Carol Cornell, Professor and Interim Chair, Health Behavior and Health Education

Dr. Jay Gandy, Professor and Chair, Environmental and Occupational Health

Dr. Fred Kadlubar, Professor and Chair, Epidemiology

Dr. Glen Mays, Associate Professor and Chair *pro tem*, Health Policy and Management

Dr. Paula Roberson, Professor and Chair, Biostatistics

Dr. Jennifer Dillaha, Director, DOH Center for Health Advancement

Dr. Martha Phillips, Director, DOH Center for Public Health Practice; Assistant Professor, Epidemiology

Dr. Glenn Baker, Director, DOH Public Health Laboratory

Charles McGrew, MPH, DOH Chief Operating Officer

Randy Lee, RN, Director, DOH Center for Local Public Health

Donnie Smith, MSE, Director, DOH Center for Health Protection

III.2.b Committee on Academic Standards

Chair: Dr. Katharine E. Stewart, Associate Dean for Academic Affairs; Associate Professor, Health Behavior and Health Education

Dr. Jan Richter, Assistant Professor, Health Policy and Management

Dr. Thomas Rimmer, Assistant Professor and Vice Chair, Environmental and Occupational Health

Kevin Ryan, JD, Assistant Professor, Health Policy and Management

Dr. Keith Williams, Assistant Professor, Biostatistics

Dr. Jianjun Zhang, Assistant Professor, Epidemiology

III.2.c Faculty Appointment, Promotion and Tenure Committee

Chair: Dr. Jay Gandy, Chair and Professor, Environmental and Occupational Health

Dr. Joe Bates, Professor, Epidemiology

Dr. Paul Greene, Professor, Health Behavior and Health Education

Dr. Paul Halverson, State Public Health Officer, Arkansas Division of Health; Chair and
Professor, Health Policy and Management

Dr. Elaine Prewitt, Associate Professor, Health Policy and Management

Dr. Paula Roberson, Chair and Professor, Biostatistics

Dr. Delia West, Professor, Health Behavior and Health Education

III.2.d Research Committee

Chair: Dr. Jay Gandy, Chair and Professor, Environmental and Occupational Health

Dr. Marsha Eigenbrodt, Assistant Professor, Epidemiology

Dr. Glen Mays, Associate Professor and Chair *pro tem*, Health Policy and Management

Dr. Paula Roberson, Chair and Professor, Biostatistics

Dr. Christine Sheffer, Assistant Professor, Health Behavior and Health Education

III.2.e Community-based Public Health Committee

Chair: Dr. Zoran Bursac, Assistant Professor, Biostatistics

Dr. Carol Cornell, Professor and Interim Chair, Health Behavior and Health Behavior

Dr. Alesia Ferguson, Assistant Professor, Environmental and Occupational Health

Dr. Martha Phillips, Assistant Professor, Epidemiology

Dr. Elaine Prewitt, Associate Professor, Health Policy and Management

Dr. Kate Stewart, Associate Professor, Health Policy and Management; Director, Office of
Community-Based Public Health

Mr. Freeman McKindra, Community Liaison; Instructor, Health Policy and Management

Ms. Anna Huff, Community Liaison

Ms. Carla Sparks, Community Liaison; Instructor, Health Policy and Management

III.2.f Minority Recruitment and Retention Committee

Chair: Dr. Eduardo Ochoa, Assistant Dean for Minority Health Affairs; Assistant Professor,
Health Policy and Management

Willa Black Sanders, MPA, Assistant Dean for Government Relations and Special Projects;
Instructor, Health Policy and Management

Mr. Freeman McKindra, Community Liaison; Instructor, Health Policy and Management

Ms. Carla Sparks, Community Liaison and Instructor, Health Policy and Management,
Community Liaison

Dr. Kate Stewart, Director, Office of Community Based-Public Health; Associate Professor,
Health Policy and Management

Dr. Elaine Prewitt, Associate Professor, Health Policy and Management

Dr. Katharine Stewart, Associate Dean for Academic Affairs; Associate Professor, Health
Behavior and Health Education

Dr. Joe Bates, Associate Dean for Public Health Practice; Professor, Epidemiology

III.2.g Student Admissions Committee

Chair: Dr. Jan Richter, Assistant Dean for Student Services; Associate Professor,
Health Behavior and Health Education

Dr. LeaVonne Pulley, Associate Professor, Health Behavior and Health Education

Dr. Zoran Bursac, Assistant Professor, Biostatistics

Dr. Mary Ann Coleman, Environmental and Occupational Health

Dr. Leonard Mukasa, Assistant Professor, Epidemiology

Dr. John Wayne, Professor, Health Policy and Management

COPH Student Members:

Ms. Tami Thomas – MPH Student

Ms. Hope Mullins – MPH Student

III.2.h Student Council

President: Ms. Amanda Philyaw, MPH student

Vice President: Ms Kellie Kozak, MPH student

Treasurer: Ms. Deidre McAuley, MPH student

Secretary: Ms. Hope Mullins, MPH student

Faculty Advisor: Dr. Jan Richter, Assistant Dean for Student Services; Associate
Professor, Health Behavior and Health Education

Committee Chairs:

Awards - Yousef Fahoum, DrPH student

Communication - Suzanne Bierman, MPH/JD student

Elections - Yousef Fahoum, DrPH student

Orientation – Mark Chu, MPH student

Social - Alexandra Marshall, MPH student

III.2.i Honor Council

President: Ms Carrie Chiaro, MPH student

Secretary: Ms. Tasha Starks, MPH student

Ms. Jennifer Ivory, MPH student

Dr. Paulette Mehta, MPH student

Dr. Kim Garner, MPH student

Ms. Chiquita Munir, Certificate student

Faculty Members:

Dr. Karen Kim, Assistant Professor, Health Behavior and Health Education

Dr. Elaine Prewitt, Associate Professor, Health Policy and Management

Alternate Member:

Ms. Alison Rose, MPH Student

Faculty Advisor: Dr. Katharine Stewart, Associate Dean for Academic Affairs; Associate
Professor, Health Behavior and Health Education

III.2.j Appeals Committee

This Committee is appointed once an appeal has been filed.