

GOVERNANCE

Criterion III: The school administration and faculty shall have clearly defined rights and responsibilities concerning school governance and academic policies. Where appropriate, students shall have participatory roles in school governance.

III.1: Description of the school's administrative, governance and committee structure and processes, particularly as they affect:

III.1.A. General College Policy Development

The Executive Vice President and Provost of the University of Arizona oversees MEZCOPH at a policy and resource allocation level. The Dean of MEZCOPH is the chief academic and administrative officer of the college, with primary responsibility for accomplishing the mission of the college. The dean reports directly to the Executive Vice President and Provost. The Dean's duties and responsibilities are consistent with those of all Deans within the UA.

The organization chart in FIGURE II.B.1-1 identifies the administrative and reporting lines within the MEZCOPH. Reporting directly to the Dean, and serving at the pleasure of the Dean, are three Associate Deans, two Assistant Deans, three Division Directors, and three administrative support unit directors. All are selected according to policies and procedures of the Arizona Board of Regents, the University of Arizona, and the MEZCOPH bylaws. The MEZCOPH leadership team all serve on the Executive Council, which is its policy and strategic planning body.

The three Associate Deans are: Academic Affairs, Research, and Community Programs. The two Assistant Deans are Student Services and Academic Administration and Financial Affairs and Physical Resources. Chairs of the established academic programs within the MEZCOPH—the MPH, the B.S. in Health Education, and the M.S. and Ph.D. in Epidemiology—report to the Associate Dean for Academic Affairs. The Associate Dean for Academic Affairs acts on behalf of the Dean during the Dean's absence.

The three Division Directors are responsible for administrative direction of their specific Division, for meeting Division goals, for ensuring that the Division addresses the mission, goals and objectives of the College, and for providing leadership in the development of Division policies. The three Divisions are: Epidemiology and Biostatistics, Health Promotion Sciences, and Environmental and Community Health. Division Directors

also coordinate all aspects of the faculty and academic professional annual evaluations for their division, oversee mentoring, oversee work plans, and oversee promotion and tenure recommendations for faculty in the division. They also have primary responsibility for specific concentrations within the MPH, for collaborations across the University of Arizona, and for collaborations with diverse community organizations and agencies. Division Directors represent the college nationally in their specialty areas. Each Division oversees two of the six concentrations and offers one or more of the five core MPH courses.

Faculty of the MEZCOPH are appointed according to MEZCOPH Bylaws (available onsite) in a Division and report to the Division Director. Primary faculty of the College are those faculty members who have been appointed through MEZCOPH Promotion and Tenure guidelines. Secondary faculty are those with joint or adjunct appointments in MEZCOPH. The MEZCOPH Promotion and Tenure Committee governs faculty appointment, promotion, tenure and retention.

All faculty, regardless of rank or appointment in the MEZCOPH, may serve on any standing College committee or subcommittee, with the exception of the Promotion and Tenure Committee. All faculty may vote at faculty meetings. The Dean or designated alternate serves as the presiding officer of all meetings of the faculty and college.

Authority and responsibilities of the faculty, in regard to academic matters, are delineated in the MEZCOPH bylaws and include the following:

- design, development, approval, implementation, evaluation and revision of the curriculum
- establishment of requirements for admission, including the development of criteria and procedures for selection of students and recommendation of students for admission
- establishment of standards for examination, grading, academic standing, honors in courses and attendance
- establishment of requirements for degrees and certificates
- recommendation through the Dean and the President to the Arizona Board of Regents of those candidates who have fulfilled the requirements for degrees and certificates
- establishment of operating regulations and procedures for faculty
- review of the actions of the standing committees
- encouragement and support of research, educational, teaching, and community service activities of faculty

- members and students, including the mentoring of junior faculty
- recommendations through the Dean and the President to the ABOR of amendments to the MEZCOPH Bylaws
- establishment of a learning environment that encourages each individual member of the faculty, staff and student body to actualize her/his potential in academic and professional development.

For those programs leading to dual degrees with other colleges at UA, the responsibilities and powers delineated in the first six areas above are held by the faculty of those degree programs.

III.1.B Planning

Planning takes place at all levels within the MEZCOPH, and includes faculty, staff, administrators, students and, where feasible, representation from community colleagues and collaborators. Information for planning can be generated through a number of formal and informal sources, including, but not limited to:

- Executive Council meetings
- MEZCOPH college meetings
- MEZCOPH college retreats
- Division/Concentration recommendations
- Standing committee proposals
- Executive Council proposals
- Reports of ad hoc committees or task forces
- External and internal review reports
- Evaluative feedback/surveys of students and alumni
- Community assessments
- University recommendations
- Evaluation Committee recommendations

The process of planning is guided by this information and is implemented through planning retreats, regular meetings of MEZCOPH committees, and regular meetings of the college community. Data are updated annually for such information as analysis of faculty research and service trends, analysis of student data, analysis of faculty annual reviews and course review data, and budgetary reports. Most planning occurs as part of an ongoing process that includes evaluation of progress. As described in our first self-study, the accreditation process was contiguous with our strategic planning process, both of which enable us to identify many issues to be resolved and identify ways in which improvements can be made. Therefore we have combined these

two important planning and evaluation activities and maintain this integration for continuous strategic planning and self-assessment. Our current strategic plan for 2005-2010 will be available onsite. Dean Swanson served on the UA task force that developed the 2006-2011 UA Strategic Plan. This enabled MEZCOPH to model its strategic plan after the university strategic plan.

The key planning and policy making body is the Executive Council. The purpose of this Council is to assist the Dean in long-range planning and to evaluate progress towards meeting our goals and objectives. Membership is comprised of the Dean, Associate and Assistant Deans, Division Directors, administrative directors of the college, a representative from the Arizona Department of Health Services, a county health department director, a tribal health department director, a student representative, and a community representative. Meetings are held monthly. Policy needs, either for development or modification, can be identified within the various committees or by individual faculty, staff or students. Recommendations are then taken to the Executive Council for action.

In addition to the Executive Council, the MEZCOPH has standing committees described in TABLE III.1.B-1. Subcommittees and *ad hoc* committees or Task Forces may be established by either the Dean or the Executive Council, as deemed necessary, in order to address the mission, goals and objectives of the College.

To ensure input from the external community and to enhance community partnerships and networking, a Community Advisory Board (CAB) was established in 2000. This Board is comprised of 12 community representatives (see TABLE III.1.B-1) and meets quarterly. The role of the MEZCOPH Community Advisory Board is to support the mission of the college by increasing awareness of public health generally and the MEZCOPH mission and goals, specifically. This is done through community collaborations, fundraising and advocacy.

The Dean, Associate and Assistant Deans, the Director of Development, and members of the CAB nominating committee select individuals for membership on the CAB. Recommendations for membership are presented to the CAB in June of each year, and new members begin their terms in August. Members serve for two years and may serve a maximum of three terms.

III.1.C. Budget and Resource Allocation

As an individual college within a distributed University structure, the MEZCOPH is responsible for its own financial affairs. The Dean, as the chief academic and administrative officer of the MEZCOPH, oversees the college budget and establishes priorities for expenditures. She, along with the Associate Deans, Assistant Dean, Division Directors, and Administrative Directors, is responsible for college-wide budgetary policies and space allocation. Division Directors receive funds for Division operations, such as support staff, supplies, travel and equipment. Beginning in 2004, donated funds were directed by the Dean to establish an incentive fund within each Division. Use of these funds was determined by all members of each Division, and benefits students, faculty, academic professionals, and staff alike. Each Division provided a budget, with justification, to the Dean to request these funds (available on site).

Development priorities of MEZCOPH are determined by the Dean, the Executive Council, and the Community Advisory Board. These are discussed with faculty, staff and students at various levels—within the academic programs, within the divisions, and at college-wide meetings. Development priorities support the mission and goals of MEZCOPH and focus upon diversification of faculty and students, providing scholarship support for students, eradicating health disparities, and strengthening public health capacity within communities.

III.1.D. Student recruitment, admission and award of degrees

As specified in the bylaws of the college, the faculty are responsible for setting the general standards for admission, continuing registration and

completion of the academic programs of the MEZCOPH. Faculty also recommend students as candidates for degrees. Student recruitment and administration are governed by the Office of the Associate Dean for Academic Affairs, by the Office of the Assistant Dean for Student Services, the Education Committee and each degree program committee (see TABLE III.1.B-1).

III.1.E. Faculty recruitment, retention, promotion and tenure

The MEZCOPH follows guidelines established by the Arizona Board of Regents and the University of Arizona. The University of Arizona is an equal-opportunity and affirmative-action employer and follows the guidelines established by the American Association of University Professors. Both the UA and MEZCOPH have strong commitments to the development of a diverse faculty. This principle guides every recruitment, appointment and retention decision, whether for primary, secondary or adjunct faculty.

Faculty search committees include faculty from the appropriate Division, from other divisions, and from other UA colleges as appropriate. Search committees are established according to MEZCOPH bylaws, which govern faculty recruitment, appointment, and promotion and tenure for all primary and secondary faculty. For all primary faculty appointments in the MEZCOPH, search committees make recommendations to the Division Director and the Dean. These appointments then require approval of the MEZCOPH Promotion and Tenure Committee, the Dean, the Provost and finally the ABOR. Divisions are responsible for determining faculty needs of the division. Joint and Adjunct faculty are appointed by written request to a Division Director and are subject to the approval of the Division. The Division recommendations on joint and adjunct faculty are submitted to the Dean, who finalizes these appointments.

III.1.F. Academic standards and policies

The MEZCOPH bylaws state that the faculty is responsible for 1) setting general standards for admission, 2) recommending, developing, implementing and evaluating education and continuing education programs, curriculum and policies, 3) recommending, developing, implementing and evaluating research and service programs and policies, and 4) supporting, encouraging and protecting the academic quality of the programs, faculty and students of the college.

Students must maintain a 3.00 GPA or they will be placed on academic probation. Students having difficulty have access to the resources of faculty and of the Student Services office, to acquire needed assistance.

III.1.G. Research and service expectations and policies

All MEZCOPH faculty members, whether primary, joint or adjunct, are expected to engage in academic inquiry and to provide service to the university, the college and the community. The form and distribution of these activities will vary widely among individuals. It is a high priority of the College that students be involved in research and service projects of the MEZCOPH as documented in Section VI and VII. Interdisciplinary research is highly valued both within MEZCOPH and across UA and is strongly encouraged.

III.2: A list of standing and ad hoc committees, with a statement of charge and composition.

TABLE III.1.B-1 lists each standing committee of the MEZCOPH. The charge of each committee also is stated in the table, as is their composition. Ad hoc committees report to their respective standing committee, and are comprised of members of that standing committee.

III.3: A list, including membership, of the school and university committees through which faculty contribute to the activities of the school and university.

A list of each university committee on which faculty of the MEZCOPH serve is located in APPENDIX III.3-1. It clearly shows that faculty are well-integrated into the university governance.

III.4: Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths

During 2003 and 2004, considerable reorganization resulting in changes in governance, has taken place at three levels: the college, UA Health Sciences, and the University of Arizona. MEZCOPH and its dean have played significant roles in all three sets of structural changes. The transition to a single institution has both simplified and strengthened our governance procedures.

Furthermore, governance has been significantly improved with students now actively involved in all MEZCOPH committees for which they are eligible to serve.

One recommendation from our first site visit was for MEZCOPH faculty to have a representative on our Executive Council. In June 2005, the

faculty met in a retreat and formed their Faculty Assembly. They also elected a chair and a chair-elect. The Chair of the MEZCOPH Faculty Assembly is now a member of the Executive Council.

Another recommendation from the 2003 CEPH review was to develop and implement policies to “promote and facilitate research and service.” This has been done through extensive review and modification of the Promotion and Tenure guidelines. These guidelines were very supportive of faculty research. Modifications give equal support for academic public health practice and community service. The Associate Dean for Community Programs and the Community Outreach, Practice and Service Committee provided outstanding leadership in this effort (as described in Section VII.1). The Associate Dean for Academic Affairs is an energetic and dedicated leader in implementing these new guidelines, providing guidance to the faculty, to Division Directors, and to the MEZCOPH Promotion and Tenure Committee.

The addition of students to all appropriate committees, as recommended during the previous CEPH site visit, has strengthened representation of students and our committee discussions. The Assistant Dean for Student Services and Academic Administration provided leadership to encourage students to participate in MEZCOPH committees.

Weaknesses

There are no specific weaknesses at this time. Governance policies for any college must be continuously updated to ensure consistency with policies of the parent institution and with the profession and discipline.

Recommendations

MEZCOPH standing committees and Executive Council will review governance policies and procedures at least bi-annually to ensure that they are current with UA policies and with external practices and trends.