

## **ORGANIZATIONAL SETTING – EXTERNAL AND INTERNAL**

### **Organizational Setting – External**

**Criterion II.A.: The school shall be an integral part of an accredited institution of higher education and shall have the same level of independence and status accorded to professional schools in that institution.**

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

#### **The University of Arizona**

The Mel and Enid Zuckerman College of Public Health is one of 17 colleges of the University of Arizona, a public land grant university, located in Tucson, Arizona. The university was established in 1885, when the territorial legislature first approved funding; the first classes convened in 1891. In 1915, the University was organized as three colleges - the College of Letters, Arts, and Sciences (later Liberal Arts); the College of Mines and Engineering; and the College of Agriculture. In 1947, the School of Pharmacy was organized within the College of Liberal Arts, and was given separate status as the College of Pharmacy in 1949. The mid-1950s saw the beginning of extremely rapid growth for the UA, adding an average of 1200 students per year for almost 20 years. The School of Nursing was authorized in 1957 and became the College of Nursing in 1964. The College of Medicine admitted its first class in 1967 and the College of Public Health in 2000. Today, the UA includes 18 academic colleges and 11 schools. The UA is led by President Peter Likins, who reports to the Arizona Board of Regents, the governing board for the three state universities.

As a public land-grant institution, the University of Arizona provides an accessible environment for discovery where distinguished undergraduate, graduate, and professional education are integrated with world-class basic and applied research and creative achievement. Compared to other top research universities, the University of Arizona is unusually accessible (in terms of the cost of tuition and other fees) to students of modest means and wide-ranging backgrounds. The University of Arizona is among America's top research universities, ranked 16th among the nation's public institutions in total research and development expenditures by the National Science Foundation, and is one of 62 select institutions recognized by membership in the Association of American Universities.

**The mission of the University of Arizona is: *To discover, educate, serve, and inspire.***

Geographically, the University includes the Tucson campus, which is comprised of nine academic colleges, four professional colleges, and four health sciences colleges. The UA also reaches people throughout the state by encompassing the Science and Technology Park; the Cooperative Extension Service with locations throughout Arizona; the Phoenix campus; and UA South, a branch campus in Sierra Vista (south of Tucson).

Today, the University of Arizona has a 362-acre campus and 175 buildings. The 29 schools and colleges are shown in TABLE II.A.1-1.

**TABLE II.A.1-1: University of Arizona Colleges and Schools**

<b>Colleges</b>	<b>Schools</b>
Agriculture and Life Sciences	Architecture
Architecture and Landscape Architecture	Art
Education	Dance
Eller College of Management	Family and Consumer Sciences
Engineering	Information Resources and Library Science
Fine Arts	Landscape Architecture
Graduate College	Music
Honors	Public Administration and Policy
Humanities	Theatre Arts
Law	School of Natural Resources
Medicine	University School
Nursing	
Optical Sciences	
Pharmacy	
Mel & Enid Zuckerman College of Public Health	
Science	
Social and Behavioral Sciences	
UA South	

The University of Arizona offers bachelors degrees in 122 fields, Masters degrees in 114 fields, Doctoral Degrees in 82 fields, Specialist degrees in 4 fields, and First Professional degrees in 3 fields. In Fall 2004, 36,932 students attended the University of Arizona.

The University of Arizona is accredited through the year 2010 by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). Accreditations at the college, school or department level are shown in TABLE II.A.1-2.

**TABLE II.A.1-2: University of Arizona Accreditations**

Accreditation Association for Ambulatory Health Care
Accreditation Board for Engineering Technology
Accreditation Council for Continuing Medical Education
Accreditation Council for Graduate Medical Education
Advisory Committee for International Scholars
Air Force Institute of Technology
American Assembly of Collegiate Schools of Business
American Association of Museums
American Association of Poison Control Centers
American Association of Veterinary Laboratory Diagnosticians
American Chemical Society
American Council on Pharmaceutical Education
American Dietetics Association
American Library Association
American Meteorological Society
American Planning Association
American Psychological Association
American Society of Health-System Pharmacists for Residency Accreditation
American Society of Landscape Architects
American Speech-Language-Hearing Association
Association for the Assessment and Accreditation of Laboratory Animal Care International
Association for the Education and Rehabilitation of the Blind and Visually Impaired
Association of American Law Schools and American Bar Association
Commission on Rehabilitation Counselor Education
Council for Education of the Deaf
<b>Council on Education for Public Health</b>
Council on Education in Journalism and Mass Communications
Council on Rehabilitation Education
International Association for Management Education
International Association of Counseling Services
Liaison Committee on Medical Education
National Accrediting Agency for Clinical Laboratory Sciences
National Architectural Accrediting Board
National Association of Schools of Art and Design
National Association of Schools of Dance
National Association of Schools of Music
National Association of Schools of Public Affairs and Administration
National Association of Schools of Theater
National Council for Accreditation of Teacher Education
National League for Nursing
National Oceanic and Atmospheric Administration, National Weather Service
Order of Coif. Society for Range Management
Planning Accreditation Board

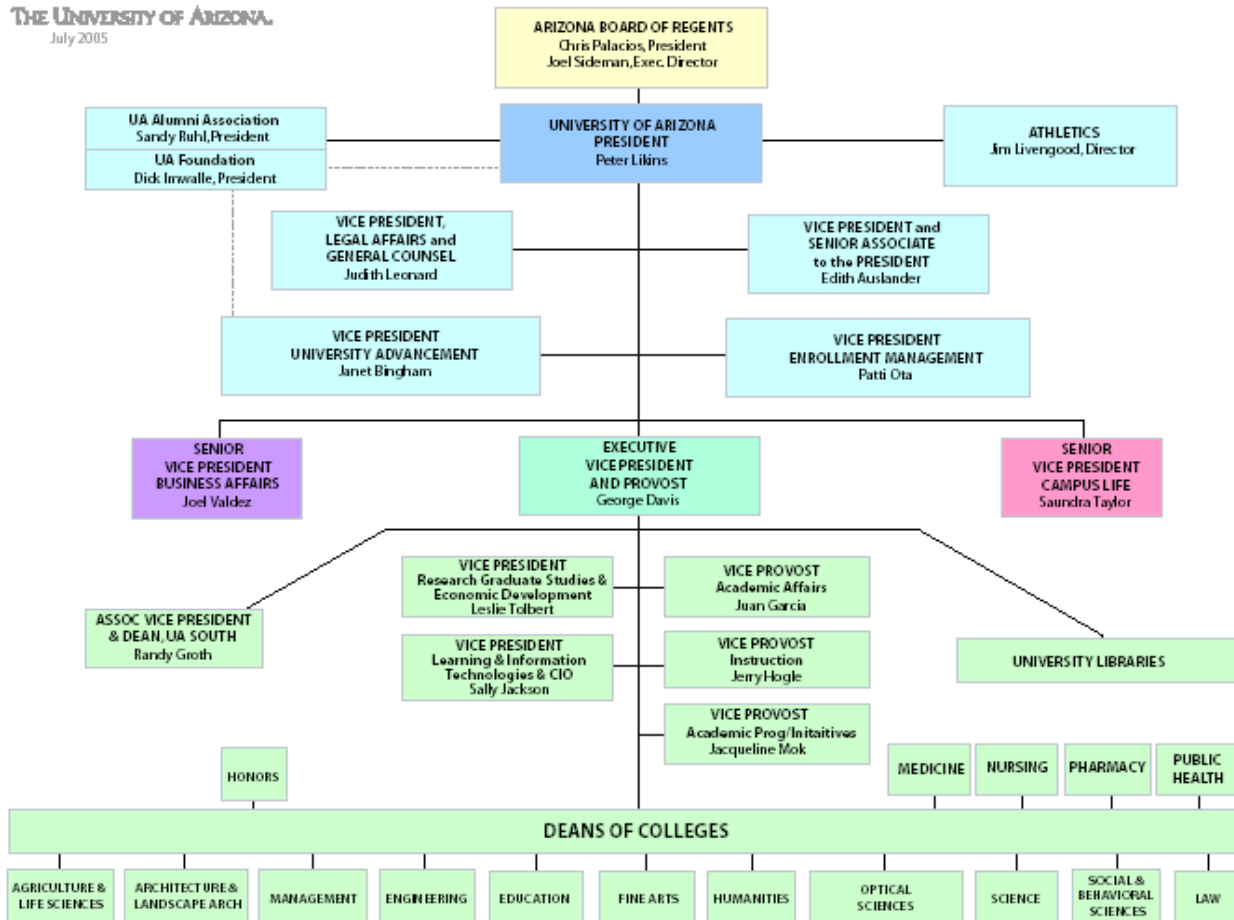
**II.A.2. An organizational chart of the university indicating the school's relationship to the other components of the institution.**

FIGURE II.A.2-1 shows the organizational chart for the University of Arizona. The UA is governed by the Arizona Board of Regents ([www.ABOR.asu.edu/](http://www.ABOR.asu.edu/)). The establishment of ABOR and definition of its powers and duties are established by Arizona statute. ABOR has the authority for effective governance and administration of the three state universities. ABOR is composed of eight voting board members, one voting student member, one non-voting student member and two ex-officio members (Arizona's governor and superintendent of public instruction). The Governor of Arizona makes appointments to ABOR. ABOR is responsible for the effective governance and administration of the universities and may adopt, and authorize each university to adopt, regulations, policies, rules or measures that are deemed necessary. ABOR may delegate in writing any part of its administrative and governance authority to the university presidents or their delegates, or to other entities under its control.

The three state universities are operationally independent from each other but, together with ABOR, they comprise the principal components of the system of coordinated governance established by ABOR and known as the Arizona University System.

According to state statute (ARS 15-1626 A.2), ABOR appoints a President for each university and gives the President power and authority as the board deems necessary. ABOR's policies are set forth in a Policy Manual ([http://www.abor.asu.edu/1\\_the\\_regents/policymanual/index.html#5](http://www.abor.asu.edu/1_the_regents/policymanual/index.html#5)). The University of Arizona operates under the leadership of President Peter Likins.

**FIGURE II.A.2-1 UA Organizational Chart**



The Mel and Enid Zuckerman College of Public Health is one of seventeen colleges that make up the academic units of the University of Arizona. The Dean of MEZCOPH reports to the Executive Vice President and Provost of the University of Arizona, as do all UA deans. The MEZCOPH has the same status as all other colleges of the University of Arizona. The Executive Vice President and Provost is the UA official with responsibility for academic and fiscal oversight of all UA colleges. During 2004, major organizational changes occurred at the UA, with the position of Vice President for Health Sciences having been eliminated. As a result of this change, the MEZCOPH Dean, along with the deans of the other three health professions colleges, now has a direct and sole reporting line to the Executive Vice President and Provost, George Davis. Provost Davis has established a Health Sciences Academic Council, constituted by the four health professions colleges deans and himself. This group meets once a month to discuss issues of mutual concern and to strengthen synergies across these four colleges. In addition, once a semester the

entire Academic Council, made up of all UA deans, holds a meeting focused entirely on health programs and activities across the university.

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

The University of Arizona operates under the principles of shared governance that were established through the Arizona State Legislature Statute 15-1601 (APPENDIX II.A.3-1) and a Memorandum of Understanding between the Faculty and Administration in 1997 and reaffirmed in May 2005. A copy of this MOU is provided as APPENDIX II.A.3-2. Shared governance involves mutual participation in the development of policy decisions by both faculty and administration. Faculty and students are represented at all levels of University governance.

**II.A.3.a. Budgeting**

Each year, the proposed MEZCOPH budget is submitted to the Executive Vice President and Provost, for the components of the college budget allocated from state dollars and from "all funds" dollars held at the institutional level. During the years following our initial pre-accreditation, MEZCOPH has continuously received increased funding. During the 2003-2004 academic year, an additional permanent \$600,000 in state funds was added to our budget. At the onset of the 2004-2005 academic year, temporary funds of \$500,000 were added to our budget from the all funds source, and for the 2005-2006 academic and fiscal year, our budget will be permanently increased by \$2,000,000. As described in other sections of this self-study, these permanent funds are being utilized for the sole purpose of stabilizing our academic programs by transferring faculty to tenure-eligible faculty positions and strengthening administrative support for MEZCOPH.

Next in line in the review process are the Assistant Vice President, Budget Director (in the Budget Office under the Senior Vice President for Business Affairs) and the Associate Vice President, Resource Planning in the Office of the Executive Vice President for Academic Affairs and Provost. At this point, the budgetary documents are finalized for presentation to the Provost and President.

When the financial package is submitted to the President's office it is reviewed by the President's Cabinet Finance Committee and the Strategic

Planning and Budget Advisory Committee (SPBAC). Both committees act in an advisory capacity to the President during the final review process. The Finance Committee is comprised of selected members from the President's Cabinet. During the 2004-2005 academic year, the President and Provost re-organized the President's Cabinet and the Finance Committee to include deans. Four deans now serve on the President's Cabinet. The Finance Committee was re-organized to create six workgroups to address specific budgetary issues. At least two deans serve on each task force. Dean Swanson serves on the Academic Investments/Priorities Workgroup. The Strategic Planning and Budget Advisory Committee is comprised of faculty who are elected from the Faculty Senate, faculty who are appointed by the President, a student representative, and deans who are appointed by the President.

The President provides final approval of the university wide budget prior to submission to the Arizona Board of Regents. The Board of Regents provides the final administrative review prior to submission to the Governor and Legislature. Legislative budgets are reviewed and revised annually in accordance with guidelines developed cooperatively by the Arizona Board of Regents' Central Office and the three universities. Following legislative appropriation, each university prepares a detailed state budget, making a copy available to the ABOR Central Office for informational purposes.

### **II.A.3.b. Allocation of Resources**

Allocation of resources and issues that require decisions of the University's executive officers are the responsibility of the President's Cabinet. The Cabinet is composed of the President of the University, the Executive Vice President and Provost, the Vice President and Senior Associate to the President, the Vice President for University Advancement, the Chair, Strategic Planning and Budget Advisory Committee, the Associate Vice President for Government Relations, the Vice Provost for Academic Affairs, the Chairman of the Faculty, the Vice Provost for Instruction, the Vice President for Learning and Information Technologies and Chief Information Officer, the Vice President for Legal Affairs and General Counsel, the Vice President for Enrollment Management, the Vice President for Research and Graduate Studies, the Vice President for Campus Life, the Senior Vice President for Business Affairs, and four deans representing the Academic Council.

### **II.A.3.c. Personnel Recruitment**

The Mel and Enid Zuckerman College of Public Health subscribes to the Office of Federal Contract Compliance Policy (OFCCP) recruitment guidelines as implemented at the University of Arizona in 1998.

Faculty recruitment is conducted by MEZCOPH search committees (five to seven members) with administrative support from the Dean's office or from the division within which the recruitment is taking place. Search committees include faculty from the appropriate Division, and from other departments and colleges as appropriate, as provided for by UA policy.

Policies governing staff recruitment are included in the Classified Staff Policy Manual and in the University Manual for Appointed Personnel. These manuals include equal opportunity policies, appointment policies, and the processes utilized to recruit and appoint staff in both categories.

The scope of all recruitment is determined by Affirmative Action guidelines, in compliance with OFCCP rules. All new MEZCOPH faculty positions will be focused on enhancing faculty diversity. To encourage minorities and women to apply, these positions will be advertised nationally. The choice of journals, websites, or newsletters for advertising depends on the discipline of the position for which the unit is recruiting. UA policies are followed for all recruitments to primary faculty of MEZCOPH, in particular, recently developed "Handbook for Successful Searches," which is the UA's step-by-step guide (*available onsite*).

#### **II.A.3.d. Promotion and Tenure**

All promotion processes for tenure eligible or tenured faculty are subject to University Promotion and Tenure Committee reviews, and are reviewed by the Office of the Provost. Non-tenure eligible faculty requirements for appointment to rank are not reviewed by the University Promotion and Tenure Committee, but are reviewed at the Provost's Office for integrity of process. Nearly all new faculty positions will be tenure eligible positions, beginning with the 2004-2005 academic year.

#### **II.A.3.e. Establishment of academic standards and policies**

The University of Arizona's Guidelines for Shared Governance state that all academic and curricular policies rest primarily with the faculty. The MEZCOPH Bylaws state that the faculty is responsible for:

- Setting the general standards for admission to, continuing registration in, and completion of MEZCOPH academic programs
- Developing, recommending, implementing, and evaluating the various academic, research, service, and continuing education programs
- Recommending students as candidates for degrees
- Protecting the rights and privileges of the appointed personnel, staff, and students of MEZCOPH

- Formulating regulations concerning academic and non-academic conduct of students, including criteria for grading, advancement to graduation, student honors, and means for handling infractions

Academic and professional degree programs within MEZCOPH are each governed by a Program Committee. Program Committee membership includes representation from faculty, appointed personnel who teach or advise in the program and students of each program. The members of each program are responsible for the development and implementation of program policies that meet the requirements of accreditation guidelines as well as MEZCOPH, University, and ABOR policy.

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

**This criterion is met.**

#### **Strengths**

MEZCOPH is now fully a college of The University of Arizona, with all the rights, privileges, and status of other colleges within the UA. The reorganization of the Health Sciences Colleges of the UA further strengthened our position within our parent institution. In addition, the UA Executive Vice President and Provost meets monthly with the four health sciences deans, as the Health Sciences Academic Council. The MEZCOPH relationship with UA has strengthened every aspect of our organizational structure and has resulted in significantly increased funds used to stabilize our academic programs.

During the budget review for 2005-2006, the UA Executive Vice President and Provost summarized the discussion by informing Dean Swanson that he sees MEZCOPH as becoming one of UA's leading colleges over the next decade.

#### **Weaknesses**

There are no organizational weaknesses with regard to the MEZCOPH status and operation within the UA. MEZCOPH is now in its strongest position in the history of this college.

#### **Recommendations**

Continue to strengthen collaborations across the UA campus and to ensure that MEZCOPH achievements also serve to meet UA goals and objectives.

## Organizational Setting – Internal

**Criterion II.B.:** The school shall provide an organizational setting conducive to teaching and learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration and shall foster the development of professional public health values, concepts and ethics, as defined by the school.

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

The organization of MEZCOPH is illustrated in FIGURE II.B.1-1.

**FIGURE II.B.1-1 College of Public Health Organizational Chart**

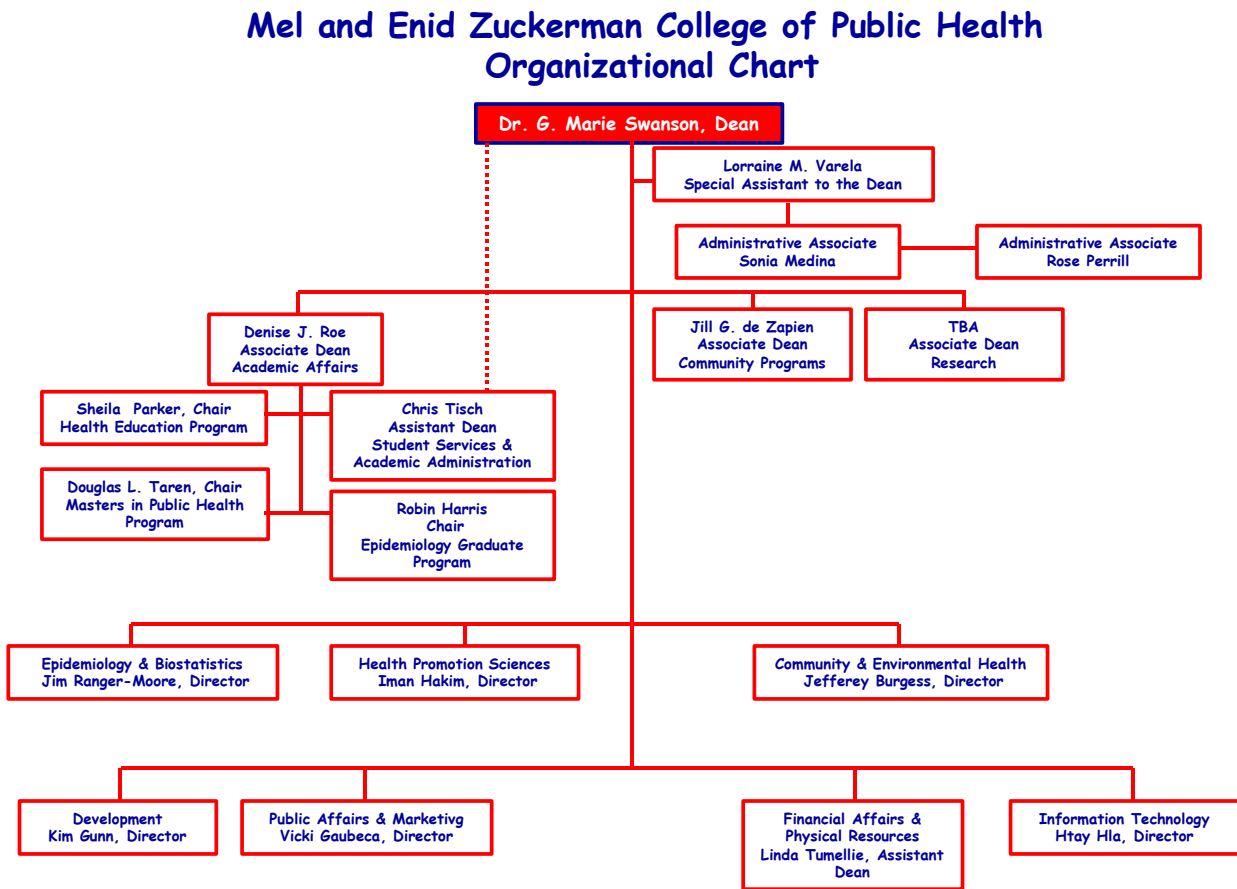


TABLE II.B.1-1. illustrates the relationship between MEZCOPH Divisions and the academic programs and concentrations.

**TABLE II.B.1-1 Organization of Divisions and Programs\***

<b>Programs ▼</b>	<b>Divisions ▶</b>	Epidemiology & Biostatistics	Health Promotion Sciences	Environmental & Community Health
<b>Epidemiology</b>				
◆ MS Epidemiology		X		
◆ PhD Epidemiology		X		
◆ PhD Minor		X		
◆ MD/PhD		X		
<b>Health Education</b>				
◆ BS Health Sciences			X	
<b>MPH Program</b>				
◆ Epidemiology		X		
◆ Biostatistics		X		
◆ Family and Child Health			X	
◆ Health Education and Behavioral Sciences			X	
◆ Public Health Policy and Management				X
◆ Environmental and Occupational Health				X

\*Note: All MEZCOPH faculty hold faculty appointments in one of the MEZCOPH divisions.

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

The Dean of the Mel and Enid Zuckerman College of Public Health serves as the chief administrative officer of the MEZCOPH and as such is responsible for strategic planning and facilitating growth of the college, the faculty and the student body. Primary responsibilities of the Dean include: providing leadership to faculty in teaching, research, and service; promoting excellence in academic and research programs; promoting diversity and setting standards for diversity; interpreting the College’s goals and programs to internal and external constituencies; providing leadership in resource acquisition, resource management, and strategic planning; facilitating faculty and staff development; representing the college and university in statewide and national public health arenas; and creating a positive environment for learning and growth in the college.

MEZCOPH Associate Deans report directly to the Dean. Associate Deans have been appointed for Academic Affairs (Denise J. Roe), Community Programs (Jill G. de Zapien) and Research (TBA). The Assistant Dean for Student Services and Academic Administration (Chris Tisch) reports to the Associate Dean for Academic Affairs, Dr. Roe, and to the Dean. The Assistant Dean for Financial Affairs and Physical Resources (Linda Tumellie) also reports to the Dean. The Associate and Assistant Deans report to the Dean and are appointed for 5-year terms, renewable by mutual agreement.

The Associate Dean for Academic Affairs (Dr. Roe) oversees the three academic programs offered by the MEZCOPH. These include the Undergraduate Health Education Program (Sheila Parker, Chair), the Masters in Public Health Program (Douglas Taren, Chair), and the Epidemiology Graduate Program (Robin Harris, Chair). Academic policies and standards for the BS in health education, the MPH, the MS in epidemiology and the PhD in epidemiology are created at the program level.

The academic programs are embedded in a framework of Divisions. The MEZCOPH faculty is organized into Divisions that reflect the nature of their research and practice. The Divisions include Epidemiology and Biostatistics (directed by James Ranger-Moore), Health Promotion Sciences (directed by Iman Hakim), and Environmental and Community Health (directed by Jefferey Burgess). The function of the Divisions is to serve as administrative units that coordinate teaching, research, and service within their areas of specialization. The units are academic homes for faculty, staff, and students and are the central focus of collegial relationships within the college. Divisions are responsible for specific concentrations within academic programs, as shown in TABLE II.B.1-1.

Each Division has established a mission, as described below.

The mission of the **Epidemiology and Biostatistics Division** is to conduct research, provide education, and offer public health scientific support to improve community and personal health. Epidemiology advances knowledge of disease causation and natural history by using rigorous and systematic study design and methods to illuminate the impact of biomedical, environmental, behavioral and social forces on the health of populations. Biostatistics ensures excellence in the application of statistical principles to health promotion and prevention research and in the training of health professionals.

The mission of the **Health Promotion Sciences Division** is to focus on the biological, psychological, societal, cultural, and organizational factors

that are risk factors for disease or injury to use this knowledge to promote health risk factor reduction and improve health status. The division's strength is the diversity of approaches to achieve a common goal -- optimal health for the public.

*The Family and Child Health Concentration (FCH)* provides students a curriculum that allows them to have an understanding of the history and current status of the socioeconomic, cultural, political and physiological issues that affect families and children. Students entering the FCH concentration must choose a plan of work in one of two specialized areas: maternal and child health or international health. All students in the FCH concentration take a set of courses that focus on maternal and child health issues, government policies affecting women and children, adolescent health, and nutrition. In addition, each student, under the guidance of an advisor, develops a prescribed plan of study for his or her specialized area of study.

*Health Education and Behavioral Sciences (HEBS) Concentration* is founded on a philosophy of health education, health promotion, and disease prevention, to improve the quality of life of individuals, families and communities. HEBS focuses on: 1. the sociocultural factors that influence health and health behavior, 2. the scientific and theoretical bases for planning, implementing, and evaluating effective public health education, health promotion and disease prevention programs, and 3. the goal of facilitating behavior change for healthy life. The program provides students with the opportunity to acquire the knowledge and skills that are essential for the promotion of health and prevention of disease in culturally diverse populations.

*The Health Education program* offers the Bachelor of Science in Health Sciences degree with a major in health education. The health education major is designed for individuals who will become professional health educators in community health, public health, school health and biomedical organizations.

The mission of the **Environmental and Community Health Division** is to improve the state of environmental and community health through teaching, research, and service activities. The *Environmental and Occupational Health concentration* prepares students for professional practice and/or research in environmental and occupational health. Specialized training in the recognition, evaluation, and control of health hazards is emphasized. Course work is designed to provide comprehensive knowledge of chemical, physical, and biological sources of exposure, material toxicity, legal and professional health standards, and engineering and administrative methods for achieving safe and healthful

environments for the public. The concentration in *Public Health Policy and Management* prepares leaders of public and private health systems to manage effectively and to create and implement policies that promote the public's health. The concentration develops planning, organization, administration, management, evaluation and policy analysis skills for all levels of practice, including local/community, state, national and international.

Individual faculty members teach and advise students in one or more academic programs.

The Division Directors provide academic, administrative, and scientific leadership of faculty and staff in their divisions. They participate in interdisciplinary coordination of the MEZCOPH through their membership on the Executive Council.

The first Division Directors were appointed by the MEZCOPH Dean as part of the process of establishing the college. They report directly to the Dean. Due to one retirement and two appointments to other positions within MEZCOPH, all three of the original Division Directors have been replaced. The MEZCOPH Bylaws define the policy for these appointments and all three Division Directors were appointed in accordance with our bylaws. This process begins with the Divisions selecting a slate of candidates, all of whom are acceptable to the members of the Division. That slate is then transmitted to the Dean who makes the final selection.

The Dean also oversees the Development Office (Kim Gunn, Director), the Office for Information Technology (Htay Hla, Director), and the Office of Public Affairs and Marketing (Vicki Gaubeca). In addition, there is a Special Assistant to the Dean (Lorraine Varela) who reports directly to the Dean, and two Administrative Associates who report to the Special Assistant. Each of these administrative directors, including the Special Assistant to the Dean, is responsible for the staff and functions within their defined areas. They also participate in the leadership of the college through their membership on the Executive Council.

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

MEZCOPH integrates interdisciplinary coordination, cooperation, and collaboration into every aspect of our policies and programs. Our mission, goals and objectives demonstrate our dedication to interdisciplinary models and methods of public health. Our promotion and tenure guidelines clearly show that interdisciplinary collaboration is a key factor in evaluation of our faculty. Since its founding in 2000,

MEZCOPH developed on the basis of strong interdisciplinary coordination and cooperation through the structure of its programs, the composition of its faculty, collaborative research projects, extensive community collaborations, and through sponsored programs and events.

Just as public health is interdisciplinary by definition, our faculty is interdisciplinary by design—to enable us to meet the needs of public health globally and to meet our own objectives. While members of the faculty are described in detail in Criterion VIII, their disciplines range from public health degrees to training in the social sciences (anthropology, sociology, psychology, behavioral science, economics, organizational communication), environmental sciences (industrial hygiene, geology/paleontology, environmental epidemiology, environmental science and engineering), biological sciences (biochemistry, nutritional biochemistry, child nutrition, toxicology, pharmacy), education (health education, adult education, higher education), medicine (internal medicine, family and community medicine, family practice, tropical medicine, emergency medicine), public administration, and journalism.

In sections VI and VII, detailed descriptions of our research and community outreach programs demonstrate extensive collaboration with communities here in Arizona, in Mexico, and globally. They also demonstrate long-standing and complex interdisciplinary coordination, cooperation, and collaboration with other colleges here at the University of Arizona. Such endeavors are supported by policies within the college, promulgated by the Office of the Dean, by the MEZCOPH Executive Council, and by our standing committees. The Dean's Office (The Dean and the Associate and Assistant Deans) provides leadership, resources and opportunities to develop, maintain, and strengthen interdisciplinary collaboration with other colleges here at UA. Extensive relationships are in place with the College of Agriculture and Life Sciences, the College of Pharmacy, the College of Social and Behavioral Sciences, The Rogers College of Law, and with the College of Medicine. These collaborations range from joint recruiting or support of spousal recruits, to joint degree programs, to joint faculty appointments, and to collaborative research and outreach projects supported by federal and private dollars. They also include interdisciplinary seminar series, both at MEZCOPH and in other colleges, as listed in section V.E.2.

The organizational structure of MEZCOPH also is very supportive of interdisciplinary coordination and collaboration, through our committee structure. Nearly all of these, including our Executive Council, include members from the community and from public health practice (see Section III.1.B.).

Our instructional programs are interdisciplinary, as shown in section V.A.1., which describes the MPH concentrations and their required and elective courses, as well as our academic program—epidemiology. In addition, also described in detail in section V.G.1., the interdisciplinary nature of our academic programs is further extended through dual degrees and through formal agreements with two other academic institutions---Dine College, the first tribal college in the U.S., and the Colegio de Sonora in Hermosillo, Sonora, Mexico.

Finally, MEZCOPH resides in the University of Arizona, which is world-renowned for the interdisciplinary nature of its research, outreach, and academic programs. As the new UA Strategic Plan (available on site) so clearly shows, there is a strong dedication to and rewards for supporting the institutional commitment to interdisciplinary collaboration.

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

The Mel and Enid Zuckerman College of Public Health has adopted the following ethics and values statement:

*The Mel and Enid Zuckerman College of Public Health acts with respect and integrity to continuously advance health and well-being for all through knowledge, collaboration, empowerment, advocacy and sustainability. Our core values are: Fairness, Trust, Equity, Social Justice, Excellence, Innovation, Commitment, Collegiality, Diversity, Open Communication, Participation, Consensus and Enhancement. We strive to foster an educational community that values innovation and excellence in teaching, creation and dissemination of knowledge, practice-based research and research-based practice to address the health needs and interests of individuals and communities.*

These values are operationalized in coursework and advising, in applied research and service activities, and in administrative policies and procedures. The MEZCOPH ethics and values statement is distributed and discussed with students at New Student Orientation in the fall. In addition, the statement is incorporated into orientation sessions for new faculty, academic professionals and staff. Each is discussed below.

Coursework and Advising

Public Health ethics and values are addressed in many of our theory and practice courses. Some specific examples include:

- ◆ CPH 322 (Health Education Ethical Leadership), Demonstrates the relationship of ethical leadership to health education and complete the social and behavioral sciences IRB certification.
- ◆ CPH 577 (Socio-cultural and Behavioral Aspects of Public Health), a core course for all MPH students, spends a significant amount of time on issues of ethics and values, including a presentation on Tribe-university collaborations to develop and evaluate community based prevention programs; addresses issues of culturally competent tools, co-program design respects different cultural perspectives on goals and appropriate evaluation, and open communication with tribal councils, school boards, and community members. This course also addresses methodologies that foster open communication, acceptance of diversity, and promotion of community participation.
- ◆ CPH 532a (Program Planning, Implementation and Evaluation) explicitly addresses the issues of ethics and values as articulated in the MEZCOPH values statement in ongoing discussions about the appropriate roles of public health practitioners in community based work. Guest speakers give examples of their own participatory research efforts, and students are required to plan a research-based community health promotion project to meet identified needs.
- ◆ CPH 451 (Introduction to Violence Against Women) and CPH 561 (International Violence Against Women) both reflect an interdisciplinary approach to conceptualizing and responding to violence against women, emphasizing community-based, collaborative responses to prevention, and elaborating ethical principles for research on this topic.
- ◆ CPH 541 (Community Assessment and Analysis) includes a session on how to include “values inquiry” as part of an assessment needed to understand how values determine what questions are asked and how data are interpreted and applied. The course also explores how values, including the values listed in the mission statement, influence different approaches to community-based health improvement.
- ◆ CPH 574 (Health Administration and Policy), a core course for all MPH students, addresses ethics as a major topic for two weeks.
- ◆ CPH 680 (Environmental, Occupational, and Injury Epidemiology) and CHP 575 (Environmental and Occupational Health) cover human subjects review, ethical review of papers, the obligation to

publish results, ethics related to writing publications in terms of including negative results, ethics of returning study results to subjects, community obligations, fair presentation of results, the use of quality assurance procedures to demonstrate data validity, and honesty with workers, research subjects, and communities.

- ◆ CPH 670 (Chronic Disease Epidemiology) addresses the core values of the College primarily through the discussion of allocation of resources, and the use of chronically-ill patient instructors.
- ◆ CPH 581 (Introduction to Community Health Practice) includes review and discussion of individual rights versus the need to protect the public.
- ◆ CPH 580 (Community-Based Research Methods) includes a review and discussion of research ethics and human subjects protection in community-based research.

In addition to coursework, values and ethics are communicated to students on a one-on-one basis through the advising process.

#### Applied Research and Service

The applied research and service activities of the College also demonstrate strong commitment to the ethics and values statement. With regard to dissemination of knowledge, research-based practice, and practice-based research, many of our faculty members and students are involved in projects that have an immediate impact on public health activities in Arizona. The following examples demonstrate our performance and accordance with these values.

#### **Health Promotion**

The Southwest Center for Community Health Promotion (SWCCHP) is one of 33 Prevention Research Centers funded by the Centers for Disease Control and Prevention (CDC). Funded originally in 1998 by the CDC and now renewed through September 2009, the center provides a framework for regular outreach, practice and service for the faculty, staff, students and community partners who collaborate with the Center. The overall goal of the Center is to make a significant contribution to the field of intervention science in chronic disease prevention and control, and thereby contribute to the reduction in health disparities and improvement in health status of multiethnic communities primarily in the Arizona-Sonora, Mexico border region. A closely related goal is to make a significant contribution to the application and evaluation of strategies of participatory research in these communities.

#### **Health Equality**

In February 2003, MEZCOPH received a five-year EXPORT Center grant (Excellence in Partnerships for Community Outreach, Research in Health Disparities and Training) from the National Institutes of Health. This five-

year grant to eradicate health disparities in our state integrates research, training and community outreach focusing on diabetes and substance abuse in Native American and Hispanic communities. This integration is critical to the community outreach, practice and service mission of our college. EXPORT investigates core partner with an urban Hispanic community and a rural Native American community to develop and implement interventions that focus on strengthening the infrastructure for addressing diabetes and substance abuse. Twenty MPH and Latino Health fellows, funded by this grant, provide direct community outreach in these communities.

### **Rural Health**

The Rural Health Office (RHO) at the MEZCOPH has been in existence for over 23 years. Established through an Arizona legislative appropriation, the RHO has provided an extensive framework for service collaboration with underserved communities in the state of Arizona as well as throughout the Southwest and internationally. For the past 12 years, the RHO has been designated as Arizona's State Office of Rural Health through the Federal Office of Rural Health Policy, Health Resources and Services Administration, U.S. Department of Health and Human Services. The RHO serves as a major link to rural community clinics and public health departments, Indian Health Service hospitals and rural critical access hospitals, and tribal and non-tribal EMS systems. Additionally, the RHO has collaborated with communities and provided direct technical assistance in order to increase access to care, provide disease-prevention and health-promotion activities, enhance rural health infrastructure, and to build long-term partnerships to decrease health disparities in underserved communities. Most recently the RHO produced three publications that are aimed at strengthening the rural infrastructure: a statewide rural health plan to be utilized by rural communities and rural constituencies in addressing rural health needs, a planning guide for designating rural health clinics, and a rural health resource manual.

### **Native American Health**

Faculty and staff at the MEZCOPH have developed ongoing, collaborative service-based relationships with Native American communities throughout the Southwest, including reservation based communities as well as Urban Indian Programs in Phoenix and Tucson. Service partnerships, focusing on the development of new programs or on building the capacity of existing tribal health-promotion and disease-prevention programs, have addressed a wide range of public health issues. MEZCOPH faculty has provided technical assistance and service in the development of programs that address:

- diabetes prevention and management

- cancer prevention
- respiratory health and environmental exposures
- diabetes and psychiatric co-morbidity
- childhood growth and development
- tobacco prevention
- school-based health promotion specifically related to healthy food choices and physical activity

Other specific initiatives have included the development of an area team concept with the Tohono O’odham Nation, collaboration in the development of a youth wellness program with the community of Hardrock on the Navajo Nation, workforce development training with two tribal health departments, an advocacy workshop for tribal nations, and collaboration with Diné College in the development of public health courses for an associate degree.

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

The written policies and procedures of the Arizona University System, the College itself and the College’s programs all support the values and ethics statement. Some examples are described below. These policies are available on the UA website and documents will be available in onsite resource files.

- ◆ The Arizona University System
  - Excellence and Participation: These values are supported in Chapter 6, Section 6-201 (Conditions of Faculty Service) of the Arizona Board of Regents’ policies. The responsibility for establishing procedures for appointment of faculty, promotion, tenure, renewal, and post-tenure review is assigned to the individual universities, stipulating that faculty, heads of academic units, and deans have an opportunity for effective participation in the development of these procedures.
  - Fairness: The same section of the ABOR policy manual stipulates that tenured and non-tenured faculty members shall not be dismissed or suspended without pay except for just cause, and only after the faculty member has an opportunity to utilize the conciliation/mediation hearing procedures, which are also described.
  - Social Justice: Section 6-201 also establishes a procedure for faculty members to file a written complaint regarding discriminatory action or violation of due process or academic freedom. Section 6-904 requires each university to establish a grievance procedure for non-faculty employees.

- ◆ Individual University Policies and Procedures
  - Excellence: UA academic policies set standards for admission, granting of degrees, and academic awards and honors.
  - Excellence and Trust: The Faculty Senate at the UA has established a code of professional ethics. This document is titled Research Ethics. The Committee on Ethics and Commitment applies the standards set forth in this document, dealing with questions of misconduct in research, scholarship, or the creative endeavor, conflict of commitment, and facilities misuse.
- ◆ Mel and Enid Zuckerman College of Public Health policies and procedures are documented in the bylaws, which will be available onsite.
- ◆ MEZCOPH Academic Program Policies
 

Open Communication, Participation and Consensus: There is a program committee that is responsible for all aspects of each academic program, including policies for student recruitment, admissions, curriculum, student supervision, advising and retention; program management, strategic planning and conducting academic program reviews. These committees are required to include representatives from the College faculty, administration, and students, and all meetings are required to be open to the faculty, staff, and students unless an executive session is called.

The Arizona Board of Regents, which oversees the UA, has adopted a Code of Conduct, a Student Code of Conduct, and Student Disciplinary Procedures that reflect its commitment to fair and ethical dealings. These will be available onsite. The ABOR commitment to fair and ethical dealings is also described in its Personnel Policies which state “[I]t is the policy of the Board to provide access to the university system to all qualified persons in Arizona, to provide equal employment opportunities and due process for its employees, to promote freedom of inquiry, search and exposition of truth, and to involve the faculty in the formulation of education policy and the governance of the universities.” The UA is an affirmative action institution.

At the University of Arizona, a student who believes she/he has experienced discrimination or sexual harassment can contact the Equal Opportunity and Affirmative Action Office. She/he will be transferred to an individual with expertise in these areas for confidential advice on handling the situation and for information on filing a written complaint. In addition, an ADA/504 Officer is available to provide information and advice on the Americans with Disabilities Act. The Equal Opportunities and Affirmative Action Office maintains a homepage for information on

discrimination, including sexual harassment and the ADA (<http://w3.arizona.edu/~affirm/home.html>).

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

**This criterion is met.**

##### **Strengths**

During our first accreditation site visit, the internal organization problems identified were primarily a function of the collaborative structure. Now that MEZCOPH is solely a University of Arizona college, the internal organizational structure is the same as that of other colleges of the UA, and is fully under the oversight of the Dean and the MEZCOPH Executive Council.

Bylaws were first implemented in April of 2003 and have been revised in April of 2005 to reflect the structural changes in MEZCOPH.

Reorganization of the academic programs within the MEZCOPH divisions, to reflect the structural transition to a single institution college, is now complete and MEZCOPH's internal organization facilitates governance, acquisition of resources, and stability of our academic programs.

The current MEZCOPH organizational structure simplifies and promotes admission and matriculation of students as well as all aspects of faculty, academic professional, and staff recruitment, retention and promotion. Operating as a UA college is cost-effective and it works.

##### **Weaknesses**

As an administrative and academic unit, MEZCOPH, like all other colleges at the UA, must constantly assess and strengthen its organizational structure and functions. Policies also must be reviewed periodically to ensure they meet the changing face of public health generally and the internal and external organizational needs of MEZCOPH.

##### **Recommendations**

The MEZCOPH Executive Council will review existing MEZCOPH policies at least bi-annually. When new objectives are established, the Executive Council will determine whether new policies are needed to implement these objectives.

The MEZCOPH Dean's office will review the administrative structure and operations at least bi-annually to ensure that operations are effective and efficient.