

## **Strategic Plan – Fay W. Boozman College of Public Health**

### **Fall, 2011**

The process used by the COPH for strategic planning is summarized in the outline below.

1. Dean Raczynski presented the “State of the College” to faculty and staff (12/09) with slides summarizing progress and financial, student, faculty and staff data distributed
2. All departments, centers and offices (i.e., Office of Students Services, Office of Community-Based Public Health) began meeting and planning for its each unit with participation by major partners/constituents as appropriate – 10/09-5/10
  - a. Academic Standards Committee – summarize MPH student exit interviews by specialization (provide to departments)
  - b. Departments – meet and plan: research priorities/infrastructure, educational program changes, other needs (faculty)
    - i. Short-term goals (1-3 years) & measurable objectives
    - ii. Medium-term goals (4-6 years) & measurable objectives
    - iii. Long-term goals (7-10+ years) & measurable objectives
  - c. Centers for Obesity and Tobacco – meet and plan for priority/infrastructure needs (same short-, medium-, and long-term objectives and measurable outcomes as above)
  - d. Offices of Student Services and Community-Based Public Health – meet and plan for priority/infrastructure needs (same short-, medium-, and long-term objectives and measurable outcomes as above)
  - e. Students – Student Council invited to meet and/or pull together other representative students to establish student issues and recommendations
3. All-college 1½-day retreat with all faculty, representative staff and students, and major partner/constituent participation – 5/10
  - a. Summarizes distribution prior to retreat for department, center, office and students plans
  - b. Breakout Groups and Report-backs (same short-, medium-, and long-term objectives and measurable outcomes as above) for:
    - i. Community Engaged Scholarship and Service
    - ii. College Infrastructure
    - iii. Faculty Development
    - iv. Research
4. Results from Breakout Groups were then considered by appropriate committees (5/10-7/11):
  - a. Community Engaged Scholarship and Service was considered by the Office of Community-Based Public Health, community partners and a select group of other faculty;
  - b. College Infrastructure was considered by a committee consisting of members of the Office of Student Services, the Associate Dean for Academic Affairs, the Assistant Dean of MPH Programs, and select faculty and student leaders;
  - c. Faculty Development was considered by a committee consisting of the Associate Dean of Academic Affairs and the Department Chairs; and
  - d. Research was considered by the College’s Research Committee;
  - e. Academic Program Issues were considered by the College’s Academic Standards Committee;
  - f. Each committee reviewed the results of the retreat breakout groups, attempted to distill and organize common recommendations, and developed a draft plan for the component.
5. DEC reviewed draft plan for each component, providing feedback (1/11-7/11)
6. Dean’s Office staff took draft component plans and combined into overall draft, using similar formatting (8/11)

7. DEC reviewed combined draft plan and provided feedback for further Dean's Office staff editing (10/11)
8. After final review and approval by DEC, plan distributed to COPH faculty, staff, students and key stakeholders for review and comment (1/12)
9. Comments integrated into plan by Dean's Office staff, reviewed and approved by DEC, and distributed as final draft (end of 2/12)
10. Strategic Plan to be reviewed and revised by DEC (3/12) every 6 months with revisions in plan by DEC

## 1. Community Engaged Scholarship and Service (CES)

The following four recommendations address three identified issues related to unmet needs.

**Goal 1.1:** To ensure that Promotion and Tenure guidelines are clear regarding how community engaged scholarship and service (i.e. activities, products, outcomes) should be documented, evaluated and rewarded. Faculty emphasizing community engaged scholarship and service involved in these activities will be supported and mentored.

**Objective 1.1.1:** During FY12, the CES Committee (and others who are interested) will meet with the APT Committee to serve as a resource in the planned revision to the APT Guidelines, assisting in coming up with defined ways of documenting community engaged activities, products, and outcomes, drawing from existing models and resources for documenting community engaged scholarship and service.

**Objective 1.1.2:** Starting in spring 2012, the CES Committee will begin serving as a resource to help mentor faculty, particularly those with a community engagement emphasis, who are planning to apply for tenure and/or promotion. This committee will work with the Faculty Development Committee to identify and develop resources for documenting and evaluating community engaged scholarship that can be made available to faculty going up for A,P, and/or T.

**Goal 1.2:** To ensure sufficient staff capacity both within the college and in the community to support infrastructure needed to cultivate a foundation for community engaged scholarship (e.g., community engaged research, and service learning activities grounded in community-based organizations and projects).

**Objective 1.2.1:** Beginning in the fall 2011, revise job descriptions of current 1.5 FTE of community liaisons to reflect above goal.

**Objective 1.2.2:** By fall 2013, identify core funding to support one FTE to be based in a community organization. This position along with staff based in the OCBPH will monitor community interests and priorities, define projects built on complementary expertise provided by community and university partners, develop grant applications to support community based projects, and facilitate service learning activities and community engaged scholarship.

**Goal 1.3:** To communicate better across the COPH the resources, activities, contacts, opportunities, etc., which are available in the OCBPH.

**Objective 1.3.1:** By spring 2012, re-examine the CBPH Faculty Committee structure by the CES Committee to make recommendations to the DEC the most appropriate mechanism for disseminating such information across the college.

## 2. College Infrastructure

**Goal 2.1:** Develop and implement a comprehensive marketing plan.

**Objective 2.1.1:** By 12/31/11, develop a comprehensive marketing plan in collaboration with the UAMS Office of Marketing and Communications.

**Objective 2.1.2:** By 6/30/12, enhance the current COPH website by adding the following: information on current faculty research/grants; testimonials from current students about their experience at COPH; highlight students who present at conferences; FAQs; list of COPH Committees (purpose, chair, meeting dates/times, minutes, etc.); profiles of Alumni; continue to enhance the use of Facebook and other social media, ensuring that faculty and staff are aware of these resources.

**Objective 2.1.3:** During fall 2011, begin involving faculty in recruiting events by inviting them to attend campus visits with student recruiter and attend Open Houses at COPH.

**Objective 2.1.4:** By 7/31/12, identify and hire a College-wide Webmaster to manage website and Social Media.

**Goal 2.2:** Develop and implement annual faculty advising training.

**Objective 2.2.1:** By 5/30/12, collaborate with the Assistant Dean for MPH programs and the Associate Dean for Academic Affairs to create faculty advising training materials.

**Objective 2.2.2:** By 12/31/11, revise current course track planners to indicate when courses are offered (Spring/Fall/Summer).

**Objective 2.2.3:** By 12/31/11, create a mentoring program for current students with returning students, mentoring new students and connecting combined degree students with each other.

**Goal 2.3: Develop and implement on-going** workshops during the academic year to address success as a graduate student and new professional.

**Objective 2.3.1:** By 9/1/11, develop and initiate workshops.

**Objective 2.3.2:** By 12/31/11 and ongoing thereafter, update COPH website to include current job listings/career information for public health.

**Objective 2.3.3:** By 12/31/11 and ongoing thereafter, re-invigorate alumni organization – host quarterly meetings.

**Objective 2.3.4:** By 12/31/11 and ongoing thereafter, profile alumni on COPH website.

**Objective 2.3.5:** By 5/31/12 and ongoing, post information to COPH website regarding public health careers and alumni worksites.

**Objective 2.3.6: By 7/1/12:** Create, Identify and hire a staff member to focus on Career and Alumni Development activities for COPH.

### 3. Faculty Development

**Goal 3.1:** New COPH faculty will receive an orientation regarding College and University policies that are relevant to their work as faculty members and information about faculty support services. The faculty orientation may be delivered via workshops which are to be recorded and made accessible via the COPH webpage.

**Objective 3.1.1:** By December 2010, the Associate Dean will convene a small group of faculty (with representation from Department Chairs, senior faculty, and junior faculty) to brainstorm topics for a series of faculty orientation workshops and preferences for such a series' delivery.

**Objective 3.1.2:** By April 2012, the COPH will launch and then update annually the orientation series and assure that the content from this series is made accessible via the COPH webpage.

**Goal 3.2:** COPH faculty will receive an interdisciplinary (within COPH) review of their productivity during the third year of their appointment, and receive feedback from that review.

**Objective 3.2.1:** By July 2012, the COPH will have an approved policy and procedures for third-year review. The policy will define which faculty members are required to participate in the review, the protocol of the review and the domain of the feedback which the faculty member will receive.

**Goal 3.3:** Rather than a traditional mentoring program, the COPH will adopt a “consultative mentoring” model, in which senior faculty contribute to panel discussions in areas of their strength, and then volunteer to meet with junior faculty to provide more detailed expertise on an as-needed basis.

**Objective 3.3.1:** By January 2012, Department Chairs will meet with the Associate Dean to assess the mentorship needs of junior faculty, with an emphasis on those needs that could be met through cross-disciplinary mentoring. By April 2012, at least one panel discussion will be delivered and evaluated, with further panel discussions under development.

**Goal 3.4:** COPH Department Chairs will receive informational support and professional development opportunities from the Office of the Associate Dean for Academic Affairs on topics of particular relevance to chairing an academic department, including faculty development, leadership, communication and organization, administrative policy and procedure, and other topics as desired.

**Objective 3.4.1:** Beginning January 2012, the COPH Department Chairs will meet quarterly with the Associate Dean for Academic Affairs (and other invited guests, with the agreement of the Department Chairs) to discuss topics relevant to chairing an academic department. Topics will be selected by the Department Chairs, and the Associate Dean will support the meeting with materials and other informational resources.

## 4. Research

**Goal 4.1:** Develop pre-award support staff to assist in: completing grant application forms (SF-424, RWJ, USDA, etc.); filling in face pages info (DUNS, phone #s, etc.); collecting biosketches, review for compliance with policies of the respective agency (NIH, RWJ, USDA, etc., as appropriate); taking documents and making into pdfs to upload into ARIA; ensuring correct and current forms are being used; putting documents in correct order (especially as forms change); upload to ARIA (project side) for ORSP; providing templates (and keep updated) for cover pages and resource and environment sections (unless done by OGSPR); and assisting in developing budget and justification. Also, when not working on submission of grants, identify funding opportunities for specific faculty and make them aware of the opportunity;, train faculty in ARIA (project side), and train faculty on time requirements needed for submitting a proposal.

**Objective 4.1.1:** By spring 2011, hire one staff member to work out of Dean's Office to assist faculty in meeting Goal 4.1.

**Objective 4.1.2:** By summer 2011, ensure that pre-award staff member has sufficient training to accomplish Goal 4 if she/he does not already have relevant knowledge and skills.

**Objective 4.1.3:** At least annually, review adequacy of pre-award support availability to ensure that need is not out-pacing capacity and to consider hiring additional staff if necessary.

**Goal 4.2:** Develop a COPH Data Management Unit with funding support eventually deriving largely from extramural funding but supplemented, as necessary, by Department/College funding.

**Objective 4.2.1:** By January 2012, identify a COPH faculty member and a department to provide administrative oversight to oversee the development and supervision of the Data Management Unit, and hire 1 staff member with support from existing grants if feasible and supplemented by Department/College support as necessary.

**Objective 4.2.2:** As feasible based on extramural funding, expand staff in Data Management Unit, using Department/College funding to partially support new staff and to provide bridge funding if necessary.

**Goal 4.3:** Develop a post-award project manager position to eventually be largely grant-supported in which all grant proposals, unless inappropriate, could support in budgets, contributing 5%-15% depending upon project size/complexity. This position would have the following job responsibilities: preparing all parts of progress reports except the technical section; collecting biosketches of new key personnel; completing other research support forms; loading annual non-competitive continuations into ARIA [project side]; tracking regulatory matters (HIPAA; Human Subjects Training; Conflict of Interest; and petty cash funds, if appropriate); working with investigators to develop protocol drafts and informed consent [if appropriate], upload into ARIA [protocol side] and maintain IRB approval, including annual continuation reports; reporting adverse events; assisting in the wording of justifications in SAP to increase likelihood that appropriate research-related items are allowed by grants accounting).

**Objective 4.3.1:** By fall 2011, begin including the post-award project manager position in budgets of all grant applications, where appropriate, for 5-15% effort based on size and complexity of the project.

**Objective 4.3.2:** By fall 2011, begin monitoring currently pending applications which are funded to determine with the PI if budget support is available to contribute to funding the post-award project manager position.

**Objective 4.3.3:** When budget support is available to contribute to funding the post-award project manager position from projects, hire the post-award project manager position with initial supplemental funding from Departments/College with the goal of eventually largely funding the position from extramural sources.

**Goal 4.4:** Develop and implement a training program for existing staff in grant development and administration. This program would include: communication about currently available trainings and encouragement to attend; promote endorsements and recommendations from others in the College who have taken the specific trainings to provide details on which are actually useful and for what functions or for whom; and intra-College trainings to supplement and fill gaps in what is currently available at the institutional level.

**Objective 4.4.1:** By January 2012, identify a staff member to have the responsibilities of: ensuring that notification of institutional research trainings are distributed as appropriate to faculty and departmentally identified staff; and polling research staff who have attended training, summarize experience/endorsements with institutional training, and distributing summary to faculty and departmentally identified staff.

**Objective 4.4.2:** By spring 2012, identify supplement and gap-filling training needs and develop an intra-College training program.

**Objective 4.4.3:** By summer 2012, begin intra-college research training program for staff.

**Goal 4.5:** Increase student/faculty participation in research.

**Objective 4.5.1:** By fall 2012, develop and implement a searchable website of funded and ongoing research with the following fields: keywords (what the research focuses upon); whether research positions are available; practica available for students; projects available for students; and opportunities for additional study Investigators.

## 5. Academic Program Issues

**Goal 5.1:** Re-evaluate the Generalist Specializing in the MPH program since the flexibility in this program makes it impossible to specify competencies and the track seems to often be selected by students who wish to be able to select courses based on availability rather than on educational goals.

**Objective 5.1.1:** Notify students in spring 2011 that the Generalist Specialization will be suspended at the beginning of the fall 2011 semester for students who have not already declared as specializing in this track. The viability of the track will then be reviewed.

**Objective 5.1.2:** In fall 2011, designate a workgroup, consisting of some members of the Academic Standards Committee, core course instructors and others recommended by the ASC, develop a proposal for specific generalist track in public health practice or rural public health which can be made accessible to students across the State who do not live in central Arkansas.

**Goal 5.2:** Re-evaluate the COPH MPH capstone. While students report valuing the integrative nature of the present preceptorship and integration project, as well as the potential to tailor the capstone to their interests, the process of developing a three-member faculty committee for each integrative project results in a significant time requirement for faculty and may not be sustainable as noted by the last CEPH site visit team.

**Objective 5.2.1:** By fall 2011, create a Capstone Workgroup charged with examination of the present COPH capstone experience and determining if modifications are appropriate and if so, what form the new experience should take. The ASC proposes for consideration by this workgroup the following: elimination of the present preceptorship/integration project requirement by the COPH; replacement with a new model to consist of two new classes entitled 1) Capstone Project (in this class, students will obtain field and leadership experience) and 2) Capstone Course (this class would be a significant modification and expansion of the present Capstone Seminar course with increased contact time over the seminar and sufficiently integrative to comply with CEPH criterion 3.5). In addition, the ASC recommends that the Capstone Workgroup consider requiring completion of and/or passage of the NBPHE examination prior to graduation of the COPH MPH program.

**Objective 2.2.2:** By March 2012, the Capstone Workgroup will provide recommendations to the ASC, and the ASC's recommendation will be made to the DEC.