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Introduction

Several recent publications focusing on methods for the elimination of racial and ethnic health disparities have stated that to do so, there must be an increase in the numbers of minorities in the healthcare workforce. We believe that an effective means of increasing the number of underrepresented minorities in the health workforce is to increase the number of underrepresented minority leaders in public health academic settings (Sullivan Commission). To address this issue, the Association of Schools of Public Health (ASPH) planned a one-day retreat of public health underrepresented minority faculty. The purpose of the retreat was to foster an open and candid dialogue with junior and senior faculty members to vocalize the difficulties surrounding minority faculty recruitment, retention, and ability to rise to leadership positions.

Seventy-four minority faculty from 36 schools and 8 programs attended what they deemed an historic meeting. Never before had there been a gathering solely of public health minority faculty for minority faculty. By inviting up to two representatives from each school (one junior and one senior faculty member), and representatives from eight programs, the retreat was able to be rather inclusive.

From this retreat, faculty learned that many of the issues and challenges faced by minority faculty are those faced by all faculty as they work to begin their careers: learning teaching skills, working with students, obtaining research funds, writing and publishing papers, doing service for the university, etc. However, for each of these areas there are added challenges for the minority faculty members, since they are scarcer at the school. As a result, minority faculty are often overextended and asked to serve on many school and university committees, as mentors, on local and national panels, in collaboration on papers, and so on. While attendees acknowledged that being sought after is to some degree beneficial, it can also serve to spread a faculty member too thin, and take away his or her ability to focus on tenure and promotion goals, and even remain as a faculty member at that institution. It is a precarious balancing act.

Meeting participants heard from senior minority public health faculty, and then worked in small groups to develop recommendations of how to increase the numbers of and retain minority public health faculty. It is the precarious balancing act mentioned above that the recommendations in part address.

Given the sensitive nature of the presentations and deliberations at the retreat, this summary version of the proceedings does not include these discussions.
Summary Document

Minority Faculty Retreat Breakout Group Recommendations

The recommendations below reflect discussions within breakout groups as well as additional thoughts shared when the full meeting reconvened. The input from minority faculty members attending this meeting was used to inform the Taskforce’s selection of the final goals.

Teaching

The importance of teaching in the tenure and promotion process varies among universities and colleges designated as “Research 1” or “teaching institutions.” This results in varied incentives for teaching. Problems minority faculty face in teaching include:

- Lack of resources to develop teaching skills in research-focused institution
- Being pulled away from teaching by administrative responsibilities
- Translating/including research in syllabi
- Incorporating public health practice in courses, and allowing public health practitioners to teach
- Lack of formal training in teaching
- Lack of school/program accountability for investment in their faculty
- Lack of support for development of distance education courses

Teaching Recommendations

The recommendations presented here in some cases will benefit all faculty, not exclusively those who are underrepresented minorities.

1. Develop core competencies in health disparities (similar in concept to Dr. Kristine Gebbie’s work on competencies for preparedness), and develop course(s) on these competencies.
   a. Set a timeframe for establishing course
   b. Work with CEPH to establish parameters
   c. Require SPH to have a course
   d. Identify which SPH offer such courses already
   e. ASPH or other entity make courses available online (archive of materials and outlines at the University of Pittsburgh is the beginning of such a repository)
2. Establish a small grant program to support integration of research and public health practice into teaching.
3. Offer pre-conference workshops on teaching (for faculty) at the annual APHA convention, on topics such as:
   a. Use of alternative methods to support teaching (webcasts, webinars)
   b. Teaching problem-based learning techniques
4. Emphasize practice-based teaching, research, and scholarship
5. Convene a cross-school committee to explore teaching requirements for junior faculty, and the protection of faculty time: encourage co-teaching with senior faculty.
6. Approach experts in the private sector to provide support on teaching skills, especially for junior faculty.
7. Develop objective criteria for evaluation of teaching (beyond student evaluation) (time spent in mentoring and advising students should be counted towards academic progression, counted towards teaching loads, and evaluated)
8. Develop benchmarks for teaching at the assistant, associate and full professor levels to be used by all public health schools and programs
9. Appoint practitioners as faculty to teach in public health schools and programs.

Research
In discussing the challenges of research for minority faculty, the discussion focused on enhancing the infrastructure needed to support junior faculty.

Research Recommendations
1. Develop formal mentoring process for junior faculty, where junior faculty members are encouraged to balance team participation with their own independent research.
2. Advocate for changes in funding agency documentation and procedures that would allow multiple PIs to be named, commensurate with contributions.
3. Build a database of funding sources that are most likely to fund disparities research
4. Develop a funding mechanism to link minority serving and majority institutions for research collaboration.
5. Recommend to NIH that they develop K awards to help with faculty development.
6. Work at each level of promotion and tenure process (university, school, department) to alter the “value” ascribed to community based participatory research and disparities research, to recognize the lengthier process of implementing and publish such interventions and observational research.
7. Provide junior faculty with start-up funds and “community laboratory” infrastructure.
8. Ask deans to commit to hiring multiple underrepresented minority faculty members (to provide colleagues within the institution).
10. Distinguish CBPR as an approach to (as opposed to the focus of) research.
11. Provide a list of journals that are most likely to publish health disparities and community-based research, and encourage additional journals to publish such work.
12. Encourage collaboration among faculty across schools and across fields
13. Encourage more funding agencies to encourage linkages between minority and majority serving institutions on research.
14. Encourage researchers to conduct research so that findings can be applied to under-represented minority communities.
15. Encourage private and public agencies to work together to address gaps identified by the research.

Community-Based Participatory Research (CBPR)
- Faculty have opportunities to connect with senior investigators at other institutions
- Because of the importance of publication for faculty promotion, faculty need to be creative and put effort into turning CBPR into manuscripts; now it is not as hard as it used to be to get journals to publish CBPR
- Need community labs/infrastructure for CBPR: One assistant professor should not have the responsibility to build relationships on his/her own. Schools of public health, and external funders such as foundations, can invest in these infrastructures, so that when new faculty come to the school they do not have to start from scratch.
- Need solid ethical framework for doing CBPR
Summary Document

- The community organization should lead the project and be in control of the money, not a public health agency
- Community perception of academia is not always positive
- Community’s voices are often not heard in academic settings
- Doing CBPR is risky for faculty advancement: the community track is often not valued

Service

Work in service is an integral part in work on addressing racial and ethnic health disparities. Defining service often results in confusion, in that it often enters into the realm of practice. Need to clearly differentiate the two in a scholarly way. It is recommended to include practice in service, as it is included in teaching and research.

“Service” in academia is defined to include working on
- Association activity-service to institution? Service to outside?
- “Scholarship of service”: Service informs the research
- School can define service – justify to CEPH
- Service to the community has to be valued by the academy – translated into promotion and tenure package.
- Need room for service that is not product-driven.
- Service to community needs to be valued by community. Include citizenship and civic engagement in definition.

Service Recommendations: What ASPH Can Do
1. Prepare a manuscript to define service in a scientific, meaningful way.

Career Development

The group that discussed career development was comprised of seven assistant professors, eight associate professors, five tenured faculty, three research associates, and six administrators.

New pressures on new junior faculty include: support for higher education decreasing, less available state/other funds; overcoming the lure of industry; pressure of being a role model for students; tenure no longer providing life-long job security: at some schools, even tenured faculty are expected to raise salary.

Challenges for junior minority faculty include barriers to hiring; barriers to learning the “unspoken rules”; and serving on too many committees.

Meeting participants seemed concerned about how mobile they could or should be in order to maintain and advance their careers. It was said that this is the first generation of faculty of color who can move, who have more opportunities. One participant commented that, for minority faculty, universities are like minefields. Another commented that moving is part and parcel of higher education, and how knowledge leads to social change. Suggestions included:
- If possible, go to the Dean and ask for a pay increase, but be willing to say you will leave if you do not get what you need
- Pair up with senior people on campus who have “made it”
- Always be looking at other schools, and make connections with faculty from other schools
- Be prepared to go down the long road of near-commitment with other schools, as necessary.

**Career Development Recommendations: What the Faculty Member Can Do**

1. Collaborate: make it a normative part of how faculty do their work.
2. Budget time to write for several hours per day in order to fulfill the publishing requirements: try to have at least three publications under review at any time. Negotiate protected time for writing if possible. Try to publish two articles per year. Write about your teaching.
3. Use oral tradition towards publication: transcribe presentations and refine them into manuscripts.
4. Say “no” to “time wasting” committees, “yes” to good committees. Serve on NIH review/study sections, so that faculty around the country at peer institutions know who you are.
5. Be bold: meet people at conferences, meetings, etc. Use committee/service work in professional societies to your advantage.
6. Demystify the successful grant writing process by reading colleagues’ successful RO1 applications, K award applications, and tenure and promotion packages, curricula vitae and faculty dossiers.
7. Introduce yourself to someone at the university’s library, and familiarize them with your work: this could help you obtain resources, and keep you alert with current information.
8. Administrative responsibilities should be minimized
9. Use meetings like this one to learn tips for successful advancement/networking

**Recommendations: What ASPH Could Do**

1. Develop faculty development workshops on career development.
2. Develop publication on career advancement issues specific to minority faculty; sell guide, and have funds support minority faculty group or workshops, etc.
3. Try to change culture of RO1 as “gold standard”; look at other grants of similar magnitude (amount of money, number of years, etc.): not a consistent requirement across the board- not needed for all disciplines/specialties.
   a. Concern that foundations are sometimes too intrusive, want to be involved in research – federal funding have less reporting requirements.
4. Advocate for “RFPs” on minority faculty advancement
5. Build infrastructure to help faculty connect nationally.
6. Develop “data bank” or list of experts on minority health to create a sharing space for minority faculty researchers.

**Mentoring**
At the retreat, two models of formal faculty mentoring were described. The Harvard School of Public Health assigns two mentors to junior faculty members. The primary mentor focuses on the same content area as the junior faculty member, and the second mentor provides “social” guidance. At the University of Texas at Houston, each junior faculty member selects a committee of mentors, who provide him or her with guidance and an annual review.

The general consensus of meeting participants was that mentoring for junior faculty is very important, but what exactly that means (how mentoring is defined), and how to assess the quality of the mentoring experience, was not clear. The faculty who discussed mentoring noted several concerns about mentoring in academia. For example, faculty are generally not trained to serve as mentors, and multiple mentors might be needed for different aspects of life as a faculty member. Specifically in relation to minority faculty, there are issues that need to be discussed concerning whether mentors and faculty can be from different backgrounds, of different genders, and different cultural frames of reference.

Mentoring Recommendations
1. Define formal and informal faculty mentoring.
2. Institute formal faculty mentoring structures/processes at all schools of public health.
3. Engage public health professionals outside of the university to serve as mentors.
4. Increase awareness about the bias in assessment of performance of women and minorities.
5. Recognize that there may be gender differences in expectations in time spent on home/work activities.
6. Have ASPH coordinate a cross-institutional minority faculty mentoring system.
7. Offer an annual mentoring activity at conference such as the APHA annual meeting.

Institutional Environment

To some degree, the faculty believed that it would be challenging to change the environment at universities without a critical mass of minority faculty.

1. Confidential relationships with peers outside our institution
2. Minority faculty school should get involved in advocacy on behalf of the school.
3. Accreditation put some “teeth” to diversity criterion process and outcomes (accountability).
4. Let administrators know who are in the pipeline.
5. Create a pipeline, starting with elementary school (“long-term pipelines”).
6. Use the network of the faculty (outside academia).
7. Prepare a set of recommendations and present to the higher echelons of the institutions (board of trustees, provost, chancellors).

Changing the Institutional Environment: Recommendations for ASPH
1. Facilitate development of a “Sullivan Report” specific to public health schools and programs.
2. Support the development of a database of minority doctoral graduate students.
3. Advocate for “health disparities” to be addressed explicitly in credentialing and competency projects.
4. Articulate that universal access to health care is needed in the United States.
5. Facilitate meetings of minority faculty with Deans and Assistant Deans (create opportunities to continue the conversation.
6. Recommend to CEPH that minority senior faculty be among reviewers and chairs/participants of site visit teams.
   • Increase number of practitioners and community organization representatives on site visit teams
   • Include issues of minority faculty in reviewers’ trainings.
7. ASPH should inform about “social justice” issues to the schools.
Monday

8:00 AM  Breakfast and Informal Networking

9:00 AM  Welcome: Dean Kyle

9:30 AM  Issues Facing Minority Faculty at Accredited Schools and Programs of Public Health: Facilitated Panel Discussion

Panelists: Dr. Joseph Coulter, Dr. Robert Fullilove, Dr. Thomas LaVeist, Dr. Stephen Thomas, and Dr. Antronette Yancey
Facilitator: Dr. James Kyle

11:00 AM  Preliminary Results from a Faculty Research Self-Assessment Tool
Dr. Yvonne Bronner

Noon:  Lunch

1:00 PM  “Public Health Without Minority Faculty”: A Hypothetical Scenario
Dr. Neil Henderson

1:30 PM  Breakout Group Overview and Instructions
Developing a Strategic Plan to Support Minority Faculty at Schools and Programs of Public Health

Group A: Teaching (Dr. Rene, facilitator)
Group B: Research (Dr. Yancey, facilitator)
Group C: Service (Dr. Bronner, facilitator)

3:00 PM  Break

3:30 PM  Breakout Groups
Group D: Career Development (Dr. Thomas, facilitator)
Group E: Mentoring and Time Management (Dr. Robert Fullilove, facilitator)
Group F: Contextual Issues – Institutional Environment
(De. Henderson and Dr. Quinn, co-facilitators)

5:00 PM  Reconvene to share key concepts

7:00 PM  Dinner
Tuesday

7:30 AM  Breakfast

8:30 AM  Facilitated Discussion Regarding Draft Strategic Plan:
          Additional Thoughts and Implementation

10:30 AM  Development of Recommendations to Share with the Task Force:
           Suggested Benchmarks for Accredited Schools and Programs of Public Health to
           Work Towards Elimination of Racial and Ethnic Health Disparities

Noon    Boxed Lunch
         Meeting Adjourns
References Made Available to Meeting Participants

- Call for submissions for a new journal focusing on community participatory research -- Progress in Community Health Partnerships: Research, Education and Action
- Linking Scholarship and Communities: Report of the Commission on Community-Engaged Scholarship in the Health Professions (Executive Summary)
- Community-Engaged Scholarship Toolkit promotional flyer
- Grantmakers In Health View From the Field: "Addressing Health Disparities by Engaging Institutions"
- In the Nation's Compelling Interest: Ensuring Diversity in the Health Care Workforce - Slide Presentation
- Demonstrating Excellence series:
  - Academic Public Health Practice
  - Practice-Based Teaching for Public Health
  - Practice-Based Research
- Presentation on Faculty Self Assessment by Dr. Yvonne Bronner
- Presentation by Dr. Neil Henderson - "Public Health Without Minority Faculty"
Minority Faculty Retreat
Hyatt Regency Tamaya Resort
Albuquerque, New Mexico
January 30-31, 2006

List of Participants

Ana Abraido-Lanza, PhD
Associate Professor
Columbia University
Mailman School of Public Health
Department of Sociomedical Sciences
722 West 168th Street, 5th Fl.
New York, NY 10032
212-305-1859
Fax: 212-342-4547
E-mail: aabraido@columbia.edu

Linda Jouride Alexander, EdD
Associate Dean for Academic Affairs
University of Kentucky
College of Public Health
121 Washington Avenue #110
Lexington, KY 40506
859-257-5678, ext. 82033/82092
Fax: 859-323-5698
E-mail: ljouridi@uky.edu

Lucy Annang, PhD, MPH
Assistant Professor
University of Alabama at Birmingham
School of Public Health
RPHB 227
1530 - 3rd Avenue South
Birmingham, AL 35294-0022
205-975-5467
Fax: 205-934-9325
E-mail: lannang@uab.edu

Kimberly Jacob Arriola, PhD, MPH
Assistant Professor
Emory University
Rollins School of Public Health
Behavioral Sciences and Health Education
1518 Clifton Road, NE #510
Atlanta, GA 30322
404-727-2600
Fax: 404-727-1369
E-mail: kjacoba@sph.emory.edu

Guadalupe Ayala, PhD, MPH
Assistant Professor
San Diego State University
Graduate School of Public Health
Division of Health Promotion
9245 Sky Park Court #221
San Diego, CA 92123
619-594-6686
Fax: 619-594-2998
E-mail: ayala@mail.sdsu.edu

Monica Baskin, PhD
Assistant Professor
University of Alabama at Birmingham
School of Public Health
RPHB 227
1530 - 3rd Avenue South
Birmingham, AL 35294-0022
205-975-5704
Fax: 205-934-9325
E-mail: mbaskin@uab.edu

Juan Carlos Belliard, PhD, MPH
Assistant Professor
Loma Linda University
School of Public Health
Department of Global Health
Nichol Hall #1302
Loma Linda, CA 92350
909-558-4902
Fax: 909-558-0389
E-mail: jbelliard@llu.edu

America Bracho, MPH, CDE
CEO/President
Latino Health Access
1717 North Broadway
Santa Ana, CA 92701
714-542-7792
Fax: 714-543-4853
E-mail: cachamaure@aol.com;
tish1@latinohealthaccess.org
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Yvonne Bronner, ScD, RD, LCD
Professor
Morgan State University
School of Public Health and Policy
Jenkins Hall, Room 343
1700 E. Cold Spring Lane
Baltimore, MD 21251
443-885-4035
Fax: 443-885-8309
E-mail: ybronner@moac.morgan.edu

Diane Brown, PhD
Professor of Health Policy and Management,
Professor of Sociology
University of Medicine and Dentistry of New Jersey
School of Public Health
IEHD Suite 1346
65 Bergen Street
Newark, NJ 07101
973-972-4382
Fax: 973-972-4403
E-mail: browndi@umdnj.edu

Cleopatra Caldwell, PhD
Associate Professor
University of Michigan
School of Public Health
Department of Health Behavior & Health Education
109 S. Observatory Road
Ann Arbor, MI 48109-2029
734-647-3176
Fax: 734-763-7379
E-mail: cleoc@umich.edu

Pamela Collins, MD, MPH
Assistant Professor of Clinical Psychiatry in Epidemiology
Columbia University
Mailman School of Public Health
722 West 168th Street #1713
New York, NY 10032
212-342-0446
Fax: 212-342-5170
E-mail: pyc1@columbia.edu

Charlotte Collins, JD
Associate Professor
George Washington University
Health Services Management and Leadership
2175 K Street, NW #820
Washington, DC 20037
202-530-5868
Fax: 202-416-0075
E-mail: ccollins@gwu.edu

Joe Coulter, PhD
Professor and Associate Dean for Diversity
University of Iowa
College of Public Health
E226 GH
200 Hawkins Drive
Iowa City, IA 52242
319-384-5492
Fax: 319-384-5455
E-mail: joe-coulter@uiowa.edu

Yvette Cozier, DSc, MPH
Assistant Professor of Epidemiology
Boston University
School of Public Health
Stone Epidemiology Center
1010 Commonwealth Avenue, 4th Floor
Boston, MA 02215
617-734-6006
Fax: 617-738-5119
E-mail: ycozier@slone.bu.edu

Keith Elder, PhD, MPH, MPA
Assistant Professor
University of South Carolina
Arnold School of Public Health
Health Services Policy and Management
800 Sumter Street
Columbia, SC 29208
803-777-5041
Fax: 803-777-1836
E-mail: kelder@gwm.sc.edu

Dorothy Faulkner, PhD
Associate Professor
New York Medical College
School of Public Health
Department of Epidemiology and Biostatistics
Grasslands Campus
Valhalla, NY 10595
914-594-4898
Fax: 914-594-4853
E-mail: dorothy_faulkner@nymc.edu

Maria Fernandez, PhD
Assistant Professor of Health Promotion and Behavioral Sciences
University of Texas Health Sciences Center at Houston
School of Public Health
7000 Fannin #2558
Houston, TX 77030
713-500-9626
Fax: 713-500-9750
E-mail: maria.e.fernandez@uth.tmc.edu
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Karen Helsing, MHS
Director, Educational Programs and Research
Association of Schools of Public Health
1101 - 15th Street, NW #910
Washington, DC 20005
202-296-1099
Fax: 202-296-1252
E-mail: khaelings@asph.org

Neil Henderson, PhD
Vice Chair and Associate Professor
University of Oklahoma Health Sciences Center
College of Public Health
801 NE 13th Street
P.O. Box 26901
Oklahoma City, OK 73190
405-271-2017, ext. 46756
Fax: 405-271-2099
E-mail: neil-henderson@ouhsc.edu

Denise Herd, PhD
Associate Dean of Students
University of California at Berkeley
School of Public Health
19 Warren Hall
Berkeley, CA 94720
510-642-4842
Fax: 510-643-1200
E-mail: tiara@uclink4.berkeley.edu

Isabel Hernandez Tezoquipa, PhD
Professor/Investigator
Instituto Nacional de Salud Pública
Avenida Universidad 655
Col. Santa María Ahuacatitlán
Cuernavaca, Morelos, Mexico 62508
(52) 777-329-3000, ext. 1201
Fax: (52) 777-311-2472
E-mail: ihernandez@correo.insp.mx

Eric Johnsen, MD, PhD, DTPH, MPH
Professor and Chair
University of North Texas Health Science Center
School of Public Health
3500 Camp Bowie Boulevard, CBH 345
Fort Worth, TX 76107
817-735-2362
Fax: 817-735-2137
E-mail: ejohnson@hsc.unt.edu

Rhonda Jones-Webb, DrPH, MSPH, MA
Associate Professor
University of Minnesota
School of Public Health
Department of Epidemiology & Community Health
1300 S. Second Street #300
Minneapolis, MN 55454-1015
612-626-8866
Fax: 612-624-0315
E-mail: jones@epi.umn.edu

James Kyle, MD, MDiv
Dean
Loma Linda University
School of Public Health
Nichol Hall 1171
Hill Street
Loma Linda, CA 92350
909-558-4578
Fax: 909-558-4087
E-mail: jkyle@sph.llu.edu

Thomas LaVeist, PhD
Professor of Health Policy and Management, Professor of Sociology
Johns Hopkins University
The Center for Health Disparities Solutions
624 North Broadway #441
Baltimore, MD 21205
410-614-5983
Fax: 410-614-8965
E-mail: tlaveist@jhsph.edu

David Mendez, PhD, MS
Associate Professor
University of Michigan
School of Public Health
M3232 SPH II
109 Observatory
Ann Arbor, MI 48109-2029
734-647-0218
Fax: 734-764-4338
E-mail: dmendez@umich.edu

Sarah Moody-Thomas, PhD
Professor and Director, Behavioral and Community Health Program
Louisiana State University Health Sciences Center
School of Public Health
Department of Behavioral and Community Health
1862 - 78th Avenue
Baton Rouge, LA 70807
E-mail: stoma@lsuhsc.edu
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Ari Mwachofi, PhD
Assistant Professor
University of Oklahoma Health Sciences Center
College of Public Health
Department of Health Administration and Policy
801 N.E. 13th Street CBH Room 343
Oklahoma City, OK 73104
405-271-2114
Fax: 405-271-1868
E-mail: amwachof@ouhsc.edu

Creshelle Nash, MD, MPH
Assistant Professor
University of Arkansas for Medical Sciences
College of Public Health
Department of Health Policy and Management and
Division of General Internal Medicine
4301 W. Markham, Slot 820
Little Rock, AR 72205
501-526-6608
Fax: 501-526-6620
E-mail: nashcresheller@uams.edu

Eduardo "Eddie" Ochoa, Jr., MD
Assistant Dean, Minority Affairs
University of Arkansas for Medical Sciences
College of Public Health
4301 W. Markham, Slot 820
Little Rock, AR 72205
501-364-4364
Fax: 501-364-3404
E-mail: ochoaeduardor@uams.edu

Alexander Ortega, PhD, MPH
Associate Professor
University of California at Los Angeles
School of Public Health
Department of Health Services
Box 951772
Los Angeles, CA 90095-1772
310-794-0912
Fax: 310-794-2728
E-mail: aortega@ucla.edu

Larry Palmer, LLB
Endowed Chair in Urban Health Policy
University of Louisville
School of Public Health & Information Sciences
Department of Health Management and Systems
Sciences
555 South Floyd Street, K Wing #4029
Louisville, KY 40202
502-852-3525
Fax: 502-852-3294
E-mail: lipalm01@louisville.edu

Deborah Parra-Medina, PhD, MPH
Associate Professor
University of South Carolina
Arnold School of Public Health
800 Sumter Street
Columbia, SC 29208
803-777-3892
Fax: 803-777-3892
E-mail: dpmedina@sc.edu

Rafael Perez-Escamilla, PhD
Director, Latino Health Disparities NIH Export Center
University of Connecticut
3624 Horsebarn Road Extension
Storrs, CT 06256
860-486-5073
Fax: 860-486-3674
E-mail: rafael.perez-escamilla@uconn.edu

Deborah Prothrow-Stith, MD
Associate Dean, Faculty Development
Harvard University
School of Public Health
Division of Public Health Practice
1552 Tremont Street
Boston, MA 02120
617-496-0713
Fax: 617-495-7333
E-mail: dprothro@hsph.harvard.edu

Sandra Quinn, PhD
Associate Dean for Student Affairs and Education
University of Pittsburgh
Graduate School of Public Health
230 Parran Hall
130 DeSoto Street
Pittsburgh, PA 15261
412-624-3124
Fax: 412-624-3755
E-mail: squinn@cmh.pitt.edu

Silvia Rabionet, EdD
Professor
University of Puerto Rico
Graduate School of Public Health
Social Sciences/Health Education
P.O. Box 365067
San Juan, PR 00936-5067
787-758-2525, ext. 1302
Fax: 787-754-6621
E-mail: srabionet@rcm.upr.edu

Anita Raj, PhD
Associate Professor
Boston University
School of Public Health
Department of Social and Behavioral Sciences
715 Albany Street, T2W
Boston, MA 02118
617-638-5160
Fax: 617-638-4483
E-mail: anitaraj@bu.edu
Jesus Ramirez-Valles, PhD, MPH  
Associate Professor  
University of Illinois at Chicago  
School of Public Health  
Department of Community Health Sciences  
1603 W. Taylor Street  
Chicago, IL  60612-4394  
312-996-6346  
Fax: 312-996-3551  
E-mail: valles@uic.edu

Antonio René, PhD, MPH  
Assistant Dean for Academic Affairs and Associate Professor  
Texas A&M University System Health Science Center  
School of Rural Public Health  
Department of Epidemiology  
1266 TAMU  
College Station, TX  77843-1266  
979-458-2239  
Fax: 979-458-1878  
E-mail: aarene@srph.tamhsc.edu

John Rich, MD, MPH  
Professor and Chair  
Drexel University  
School of Public Health  
Health Management and Policy, MS 660  
1505 Race Street #1117  
Philadelphia, PA  19151  
215-762-1239  
Fax: 215-762-4088  
E-mail: jrich@drexel.edu

Donna Richter, EdD  
Dean  
University of South Carolina  
Arnold School of Public Health  
109 Health Sciences Building  
800 Sumter Street  
Columbia, SC  29208  
803-777-5032  
Fax: 803-777-4783  
E-mail: drichter@sc.edu

Patricia Rodney, PhD, MPH, RN  
Director, Community Health and Preventive Medicine  
Morehouse College  
School of Medicine  
NCPC, Room 346  
720 Westview Drive  
Atlanta, GA  30310  
404-752-1944  
Fax: 404-752-1051  
E-mail: rodneyrp@msm.edu

Cecilia Rosales, MD, MS  
Associate Professor  
University of Arizona  
Mel & Enid Zuckerman College of Public Health  
1435 North Fremont  
Tucson, AZ  95821  
520-622-8971, ext. 16  
Fax: 520-882-5014  
E-mail: crosales@email.arizona.edu

Jesús Sánchez, PhD  
Assistant Professor  
Florida International University  
Stempel School of Public Health  
HLS 574  
11200 S. W. 8th Street  
Miami, FL  33199  
305-348-1811  
Fax: 305-348-4901  
E-mail: Jesus.Sanchez@fiu.edu

Aurora Sanchez-Anguiano, MD, PhD  
Research Assistant Professor  
University of South Florida  
College of Public Health  
Epidemiology and Biostatistics Department  
13201 Bruce B. Downs Boulevard, MDC 56  
Tampa, FL  33612  
813-974-6671  
Fax: 813-974-4719  
E-mail: asanchez@hsc.usf.edu

Vetta Sanders Thompson, PhD, MA  
Associate Professor  
Saint Louis University  
School of Public Health  
414 Salus  
3545 Lafayette Avenue  
St. Louis, MO  63104  
314-977-4044  
Fax: 314-977-4016  
E-mail: sandersv@slu.edu

Jessie Satia, PhD, MPH  
Assistant Professor and Special Assistant to the Dean for Diversity  
University of North Carolina at Chapel Hill  
School of Public Health  
Department of Nutrition and Epidemiology  
4106 McGavran-Greenberg Hall, CB #7461  
Chapel Hill, NC  27599  
919-843-3641  
Fax: 919-966-8392  
E-mail: jsatia@unc.edu
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Fernando Wagner, Sc.D., MPH
Associate Director, Center for Health Disparities
Solutions
Morgan State University
School of Public Health and Policy
Montebello Building
2001 Argonne Drive #D103
Baltimore, MD 21251
443-885-4518
Fax: 443-885-8262
E-mail: fwagner@jewel.morgan.edu

Cynthia Warrick, PhD
Associate Professor
Florida A&M University
Institute of Public Health
Department of Environmental & Occupational Health
2000 N. Meridian Road #187
Tallahassee, FL 32303
850-599-8145
Fax: 850-599-8830
E-mail: Cynthia.Warrick@famu.edu

Michelle Williams, Sc.D.
Professor
University of Washington
School of Public Health & Community Medicine
1959 N.E. Pacific Street (HSB-F343)
Box 357236
Seattle, WA 98195
206-543-8225
Fax: 206-543-8525
E-mail: mwilliam@u.washington.edu

V. Diane Woods, DrPH, MSN, RN
Assistant Research Professor
Loma Linda University
School of Public Health
Director, AAHI Transition Program
10970 Parkland Street Building
Loma Linda, CA 92350
909-558-8384
Fax: 909-558-0182
E-mail: vwoods@llu.edu

Antronette Yancey, MD, MPH
Associate Professor
University of California at Los Angeles
School of Public Health
650 Charles E. Young Drive South
Box 956900
Los Angeles, CA 90095-6900
310-794-9284
Fax: 310-206-3566
E-mail: ayancey@ucla.edu

David Yanez, PhD
Associate Professor, Biostatistics
University of Washington
School of Public Health and Community Medicine
F-666 Health Sciences F-Wing
Box 357232
Seattle, WA 98195-7232
206-543-8027
E-mail: yanez@u.washington.edu