SCHOOL OF PUBLIC HEALTH

Preliminary Draft Self-Study Report

Prepared for the Council on Education for Public Health

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DRAFT FOR INTERNAL REVIEW

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PREFACE

A formal collaboration among three public universities began in January 1994 with the approval of the Oregon Masters in Public Health program (OMPH) by the Oregon State Board of Higher Education, followed by CEPH accreditation in 1996. The intention of the OMPH program was to leverage limited statewide resources of Oregon Health & Science University (OHSU), Oregon State University (OSU), and Portland State University (PSU). These campuses are located along Oregon's I-5 corridor, two in Portland, and one in Corvallis, about 80 miles south. In 2009, Oregon State University announced its intention to create a school of public health, which would be independent from the Oregon MPH program.[1]

To meet the changing needs of Oregon and the Pacific Northwest region, PSU President Wim Wiewel and OHSU President Joe Robertson formed the OHSU-PSU Strategic Partnership Task Force in 2010 to make recommendations on how the two universities could best collaborate to leverage state resources and meet educational needs in the Portland region and Oregon. Of the working groups, one examined how best to meet the public health needs in Oregon's largest population center, the Portland metropolitan area. This workgroup, which included public health faculty representing the original three universities of the OMPH, recommended establishing two accredited Schools of Public Health (SPH): a single-unit SPH in Corvallis and a second collaborative SPH in Portland. The Presidents of OHSU and PSU directed the OMPH Interim Director, Dr. Liana Winett, to develop an environmental scan of national trends in schools of public health compared to the capacity of OHSU and PSU. This quickly moved into a plan for the two universities published in the [OHSU/PSU Strategic Partnership Task Force Report](#) in January 2011. CEPH approved OSU's application to become an accredited school of public health in 2011.

In response to the recommendation of the OHSU/PSU Strategic Partnership Task Force to explore a collaborative (or joint) school, the OHSU-PSU Steering Committee of the SPH Initiative began its work. This committee involved faculty and administrative representatives from the MPH tracks, PSU's College of Urban and Public Affairs (CUPA), OHSU's School of Medicine, and the provosts of both universities. The Steering Committee developed a number of collaborative cross-campus efforts to advance progress towards becoming a school, including holding two visioning retreats to discuss shared interests including MPH competencies, faculty concerns, and student needs. The OHSU-PSU Steering Committee developed and approved a mission statement in February 2013. The proposed school expanded from four MPH tracks to six MPH programs organized around the five public health core knowledge areas.[2] After developing three new academic doctoral programs, we added two already established academic masters' degrees and two graduate certificate programs to complete the portfolio for the proposed School. Presidents Wiewel (PSU) and Robertson (OHSU) with Provosts Sona Andrews, PhD, (PSU) and Jeanette Mladenovic, MD, MBA (OHSU) established an "equity model" for planning and contributing equal funding to form an Office of the Dean.

Development of the School continues to be participatory with faculty, staff, students, and public health community partners engaged members of the External Advisory Council. One of the culminating products of this cross-university and community-engaged work was the publication of *[The State of Our Health 2013: Key Health Indicators for Oregonians](#)[3]*. This report, widely disseminated among policy

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[1] CEPH accredited OSU's College of Public Health and Human Sciences in June 2014.

[2] To replace the programs offered by Oregon State University

[3] *[The State of Our Health 2013: Key Health Indicators for Oregonians](#)[3]* (Want L, Gauntner C, Becker T, Mladenovic J. March, 2013).

41 makers, practice settings, and partners in the state, represents a signature achievement of this
42 collaboration. The School will continue to revise and update this report every two years as a resource for
43 the state of Oregon.

44 In May 2014, the Provosts appointed an interim dean, Dr. Elena Andresen (Professor in Epidemiology
45 and a member of the Steering Committee) to oversee the implementation of the Action Plan for the
46 proposed SPH. The progress toward a School included conversations with and feedback from MPH
47 students and PhD students, as the three doctoral programs enrolled their first cohorts. In addition, Dr.
48 Andresen initiated quarterly All-Faculty Meetings open to all primary, part-time, and affiliated faculty.
49 These meetings fostered building a collaborative culture through dialogue about SPH shared values,
50 goals, and objectives. Under CEPH's advisement in fall 2015, the OMPH incorporated PSU's large
51 undergraduate program in health studies under the OMPH umbrella, instead of pursuing accreditation
52 for a stand-alone baccalaureate program.

53 The collaborative program, OMPH, established in 1994, celebrated two decades with momentous
54 change. CEPH accredited OSU as an SPH in June 2014, and then approved OHSU-PSU's application to
55 pursue accreditation for an SPH in June 2015.

56 PSU and OHSU formed the proposed School with 111 faculty (76 primary faculty members, and 35 other
57 faculty), drawing from the advantages of the Portland metropolitan setting and two campuses within a
58 mile of each other. Distinct research and service portfolios also serve to further the education of
59 students with strong community-engaged projects and a collective passion to translate research on the
60 social determinants of health into solutions. These strengths shaped the School's mission "to prepare a
61 public health workforce, create new knowledge, address social determinants, and lead in the
62 implementation of new approaches and policies to improve the health of populations."

63 By developing and adopting innovations, the SPH is intensifying opportunities for faculty, staff, and
64 students to learn and work across the institutions and disciplines. In line with the Northwest and
65 Portland cultures, coupled with changes in the national public health care landscape, the School strives
66 to break down institutional and disciplinary barriers to produce better interdisciplinary public health
67 science and education (http://ohsu-psu-sph.org/). One of the most important achievements of the
68 increased collaboration was the development of the School's Bylaws by a cross-university faculty
69 committee. This collaborative effort established the standing committees, identified the charge and
70 responsibilities for each committee, and defined the common and the distinct elements of the public
71 health faculty employed by OHSU or PSU. With input of the Student Leadership Council, the Bylaws and
72 governance structure incorporate students into the School's operations and governance. These binding
73 elements of Shared Governance set the cultural tone for the future.

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76 # Introduction to the Self-Study

77 The OHSU-PSU School of Public Health offers 16 degree programs. These programs include

78 - MPH programs in six tracks (Biostatistics, Environmental Systems & Human Health,
79   Epidemiology, Health Management & Policy, Health Promotion, and Primary Healthcare &
80   Health Disparities) aligned with the five core areas of knowledge basic to public health;
81 - BA/BS with a major in Health Studies in four concentrations: Aging Services, Community Health
82   Education, Health Sciences (pre-health professions), and School Health;
83 - A non-public health undergraduate degree with a major in Applied Health & Fitness; and
84 - Five academic degrees—two academic master's degrees, and three research doctoral degrees

85 In fall 2015, more than 1,400 students enrolled in the School with 158 students enrolled in masters
86 programs, 23 enrolled in the PhD programs, 20 enrolled in a certificate or other non-degree program,
87 and 1,233 enrolled as majors in the undergraduate program in health studies. The research portfolio
88 included more than $12 million in support for 70 funded research projects in FY 2015. Funded research
89 activity comprises 38% of the School's budget.

90 To provide this array of degree programs and meet its research and service missions, the 76 primary
91 faculty in the School includes 16 professors, 19 associate professors, 25 assistant professors, and 16
92 instructors/lecturers/research associates. Of these, 34% hold tenure or are in tenure-track positions, the
93 majority of whom are PSU employees. Faculty members hold an appointment at one employing
94 institution, with an affiliated appointment at the partner university. Each faculty member retains his/her
95 employer and employment rights and expectations, which is vital given the differences between the
96 universities.

97 The SPH also employs part-time faculty from other schools or units within the universities, adjunct
98 faculty from outside the university, and from the professional public health community. These faculty
99 members tend to engage primarily with the educational mission of teaching and advising students.

100 **Organization of Academic Units**

101 The Office of the Dean, created two years ago, is the central administrative unit for the OHSU-PSU
102 School of Public Health. The Office of the Dean coordinates accreditation, admissions, curriculum
103 development, policy development, finance, communications, human resources, community engagement
104 and partnerships, and much more. SPH leadership and key staff have appointments at both universities
105 to permit open access to records and processes they need for a workload that crosses research, human
106 resources, student enrollment and management, evaluation, and fiscal management at both PSU and
107 OHSU.

108 Programs of study or degree and discipline (or major) combinations, not departments, organize the
109 School. The motivation behind this decision by the provosts was to lessen the "silo effect" among the
110 public health programs and partner universities, encourage interaction among faculty members, and
111 form new relationships to create a blended culture for solving problems. To facilitate communication
112 and integration, each program (or track) has a director (or coordinator); however, these individuals
113 neither supervise nor evaluate faculty. By virtue of holding these positons, however, each director
114 serves on the majority of the standing committees and has obligations of attending the meetings and
115 being an active and contributing member.

Institutional Contexts for the Collaboration

Two outstanding, yet distinct, universities support the new School of Public Health. Although PSU and OHSU have different cultures, the commitment and unique strengths of PSU and OHSU add value to the collaborative or joint model for the School. Over the past 15 years, both universities have expanded research capacity, interprofessional education, and opportunities for research collaborations.

PSU enjoys a stellar reputation for its strong emphasis on innovative approaches to community-engaged education and for its mission as an urban university in Portland. OHSU has a reputation for excellence in health care and education of health professionals and biomedical researchers. PSU actively promotes the development of networks to serve the community, and is a strong partner with OHSU on various academic and research projects focused on basic sciences, public health, social sciences, behavioral sciences, and biomedical sciences.

Self-Study. We appreciate the opportunity to describe the collaborative nature of the proposed School of Public Health and to clarify important aspects of the School and the organization of the Self-Study. The universities possess the financial resources, full-time faculty, scope of degrees offered, and curriculum to meet all minimum accreditation criteria of an SPH, and OHSU has agreed to serve as the "lead" institution with the responsibilities associated with CEPH's designation.

The Electronic Resource File (ERF) is contained in a publically accessible Dropbox folder organized by criterion. The main Dropbox link has a table of contents. Throughout the Self-Study, resource documents are hyperlinked directly to the corresponding Dropbox folder (1.1, 1.2 etc.) in which the documents are found alphabetically by name. Confidential documents are available to the site visit team on a thumb drive

138 **Abbreviations**

139 **External Organizations**

140 ASTHO Association of State & Territorial Health Officials
141 ASPPH Association of Schools & Programs of Public Health
142 AUCD American Association of University Centers on Disabilities
143 CCC Central City Concern
144 CDC Centers for Disease Control & Prevention
145 CEPH Council on Education for Public Health
146 CHES Community Health Education Specialist
147 CPH Certificate in Public Health (National Board of Public Health Examiners)
148 NCHEC National Committee for Health Education Credentialing
149 NPAIHB Northwest Portland Area Indian Health Board
150 NWCPHP Northwest Center for Public Health Practice
151 OHA Oregon Health Authority
152 SOPHAS School of Public Health Application System

153 **University & Schools**

154 CUPA PSU College of Urban and Public Affairs
155 OHSU Oregon Health & Science University
156 OMPH Oregon Master in Public Health program (historic)
157 OSU Oregon State University
158 PSU Portland State University
159 SCH PSU School of Community Health
160 SPH OHSU-PSU SPH
161 SOM OHSU School of Medicine
162 SON OHSU School of Nursing

163 **SPH Academic Programs**

164 BIOS Biostatistics (OHSU)
165 CH Community Health (PSU)
166 EPI Epidemiology (OHSU)
167 ESHH Environmental Systems & Human Health (OHSU)
168 GCPH Graduate Certificate in Public Health (OHSU-online)
169 HMP Health Management & Policy (PSU)
170 HP Health Promotion (PSU)
171 HSP Health Systems & Policy (PSU)
172 PHCHD Primary Health Care & Health Disparities (OHSU-online)
173 HSMP Health Systems Management Policy (combines HSP and HMP)

174 **Degrees**

175 BA/BS Bachelor of Arts/Bachelor of Science
176 MA/MS Master of Arts/Master of Science
177 MD Doctor of Medicine
178 MPH Master of Public Health
179 MSW Master of Social Work
180 MURP Master of Urban & Regional Planning
181 PhD Doctor of Philosophy

182 **SPH Councils and Committees**

183   APCC   Academic Policy & Curriculum Committee
184   DC   Diversity Committee
185   DLT   Dean's Leadership Team
186   EAC   External Advisory Council
187   ELC   Executive Leadership Council
188   FC   Faculty Council
189   FEC   Field Experience Committee
190   RC   Research Committee
191   SC   OHSU-PSU SPH Initiative Steering Committee
192   SLC   Student Leadership Council
193   UCC   Undergraduate Curriculum Committee (APCC Subcommittee)
194   WDC   Workforce Development Committee
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196 **Other Abbreviations**

197   AAEO   Office of Affirmative Action & Equal Opportunity
198   AI/AN   American Indian or Alaska Native
199   APR   Academic Program Review
200   CE   Culminating Experience
201   CPH   Certification in Public Health
202   FE   Field Experience
203   FTE   Full-time Equivalent
204   GRE   Graduate Record Exam
205   IDP   Individualized Development Plan
206   HC   Headcount
207   IDC   Indirect Costs (research Finance & Administration F&A)
208   MOU   Memo of Understanding
209   OAI   PSU Office of Academic Innovation
210   PH   Public Health
211   PI   Principal Investigator
212   RO   Research Office (of the SPH)
213   SFR   Student-Faculty Ratio
214   SS   Self-Study
215   RA   Research Assistant
216   TA   Teaching Assistant
217   URM   Underrepresented Minority

218 **Glossary of Terms**
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220 **Collaborative and Joint**. The School and its officials use these adjectives interchangeably to describe the
221 organization of the School with the two partnering universities.

222 **Academic Year.** The current AY at the time of writing the Preliminary Self-study is 2015-16. The
223 Academic Year (AY) varies by collaborating institution**.** The OHSU Academic Year is from the summer
224 term (third week in June) through the end of spring term; the PSU academic year begins in the fall term
225 (end of September) through the end of the summer term.

226 At the time of the site visit scheduled for September 28 through 30, 2016, fall term 2016 begins on
227 Monday, September 26.

228 **Fiscal Year.** The period used for calculating annual financial statements begins on July 1 and ends on
229 June 30. Fiscal Year 2016 runs from July 2015 through June 2016.

230 **Quarter System.** The School operates on a quarter system. OHSU's full-term is 12 weeks long in
231 summer, fall, and spring but winter term is 11-weeks long. PSU's full term is 11-weeks long in fall,
232 winter, and spring. Courses offered in the summer term are scheduled in regular or intensive sessions
233 ranging from 4 to 13 weeks.

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Criterion 1. The School of Public Health

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1.1 Mission
The school shall have a clearly formulated and publicly stated mission with supporting goals,
objectives, and values.

1.1.a. A clear and concise mission statement for the school as a whole.

The vision statement describes the optimal desired future state for the School:

> *Through education, research, and community engagement, the School of Public Health*
> *will be a leader in promoting health and eliminating disparities in Oregon and beyond.*

The mission statement defines the School's present purpose –what the School does, whom it does it for,
and how:

> *The mission of the SPH is to prepare a public health workforce, create new*
> *knowledge, address social determinants, and lead in the implementation of new*
> *approaches and policies to improve the health of populations.*

1.1.b. A statement of the values that guides the school.

The OHSU-PSU School of Public Health is an academic partnership that values:

1) **Education** - excellence in student and faculty education through collaborative leadership and
   scholarship;
2) **Science** - innovative and impactful research conducted with the highest degree of integrity; and
3) **Responsibility** – commitment to health equity through diversity, social justice, and community
   engagement.
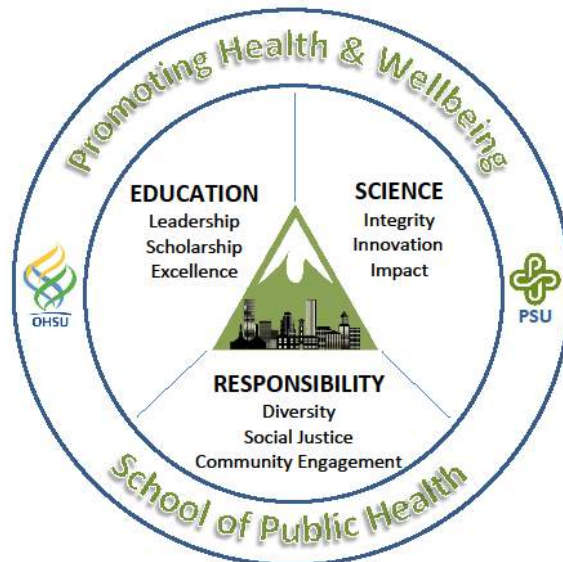
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289 ***1.1.c. One or more goal statements for each major function through which the school intends to attain***
290 ***its mission, including at a minimum, instruction, research, and service.***

291 The OHSU-PSU SPH Initiative Steering Committee in 2012 identified goals as follows:

292 • To create an innovative and collaborative SPH that addresses key issues of health policy and
293 disparities;

294 • To meet Oregon's public health workforce needs; and

295 • To create excellent educational and research opportunities for students and faculty.

296 As part of our Self-Study process including the development of the measureable objectives and
297 indicators, the School reorganized these three goals into four goals. Table 1.1.c.1 lists the four goals by
298 Criterion.

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Table 1.1.c.1 Goals of the OHSU-PSU SPH	
Criterion	**Goals**
Education: Academic Programs & Instruction	1. Prepare graduates for the public health workforce competent to address causes of health and disease in professional practice, policy, and research.
Research, Practice, and Service	2. Conduct and disseminate high-quality research/scholarship to optimize population health throughout Portland, the state of Oregon, and beyond. 3. Engage communities to advance population health through workforce development, service, outreach, and partnerships.
Faculty, Staff, and Students	4. Sustain and enhance a thriving academic community that embraces diversity in ideas, expertise, and experiences.

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301 ***1.1.d. A set of measureable objectives with quantifiable indicators related to each goal statement, as***
302 ***provided in Criterion 1.1.c. In some cases, qualitative indicators related to each goal statement as***
303 ***provided in 1.1.c. In some cases, qualitative indicators may be used as appropriate.***

304 Table 1.1.d.1 lists the measureable objectives and quantifiable indicators used to measure the School's
305 mission fulfillment.

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Table 1.1.d.1 OHSU-PSU SPH Measureable Objectives and Indicators	
Objectives	Indicators (Criterion Number)
Recruit, accept, and matriculate talented students from a diverse pool of applicants	• **Applicants who are accepted and matriculate are from at least one of the targeted recruitment groups** *(Criterion 1.8, Criterion 4.3)* • **MPH accepted applicants enroll** *(Criterion 4.3)* • **MA/MS accepted applicants enroll** *(Criterion 4.3)* • **PhD accepted applicants enroll** *(Criterion 4.3)* • **GRE test scores for admitted MPH students that matriculate** *(Criterion 4.3)* • **GRE test scores for admitted MA/MS Health Studies students that matriculate** *(Criterion 4.3)* • **GRE test scores for admitted MS Biostatistics students that matriculate** *(Criterion 4.3)* • **GRE test scores for admitted PhD students that matriculate** *(Criterion 4.3)* • **Mean student rating of overall quality of public health courses** *(Criterion 4.1)*
Promote, value, and achieve excellence in teaching and advising	• **Percentage of primary faculty with doctoral degrees** *(Criterion 4.1)* • **Percentage of primary faculty retained** *(Criterion 4.1)* • **Students are satisfied with academic advising or mentoring** *(Criterion 2.7, Criterion 4.4)* • **Total graduate student-to-faculty ratio will be ≤10:1** *(Criterion 1.7)* • **MPH student graduation rates within four years** *(Criterion 2.7)* • **Placement rates of MPH graduates within 12 months of graduation** *(Criterion 2.7)* • **PhD student graduation rates within 6 years** *(Criterion 2.7)* • **Placement rates for PhD graduates within 12 months of graduation** *(Criterion 2.7)* • **Total undergraduate student-to-faculty ratio will be ≤ 30:1** *(Criterion 1.7)* • **BA/BS student graduation rates within 3 years (at 120 credits)** *(Criterion 2.9)* • **Placement rates of BA/BS graduates within 12 months of graduation** *(Criterion 2.9)*

Table 1.1.d.1 OHSU-PSU SPH Measureable Objectives and Indicators

Objectives	Indicators (Criterion Number)
Achieve competency in the essential public health core knowledge and program-specific knowledge, abilities, and cross-cutting skills	• **Among students and alumni who take the CPH exam, the average pass rate exceed national average** *(Criterion 2.3)* • **Mean MPH alumni rating on "*prepared to apply core knowledge and skill competencies in current job*"** *(Criterion 2.3)* • **Mean MPH alumni assessment on "*able to apply knowledge and skill competencies in track* in *current job*"** *(Criterion 2.6*
Compete successfully for extramural funding to support faculty and graduate students	• **Total awards from grants & contracts** *(Criterion 3.1)* • **Percentage of research proposals submitted by PIs are funded** *(Criterion 3.1)* • **Percentage of faculty reporting graduate student participation on funded research/scholarship projects** *(Criterion 3.1)*
Increase dissemination of research and scholarship to advance population health	• **Number of peer-reviewed publications annually** *(Criterion 3.1)* • **Percentage of primary faculty presenting at professional meetings** *(Criterion 3.1)* • **Percentage of faculty reporting sponsored research/scholarship engaged the community or population groups** *(Criterion 3.1)*
Advance the evidence base for the practice of public health through community engagement to reduce health disparities	• **Number of public health practitioners participating in SPH-sponsored professional development workshops, and events annually** *(Criterion 3.3)* • **Percentage of faculty providing testimony, technical support, or advice to administrative, legislative, or community organizations** *(Criterion 3.2)* • **Percentage of faculty serving on advisory panels, boards of directors, or task forces related to community organizations, NGOs, or health departments** *(Criterion 3.2)* • **Percentage of students that report community or service activities** (beyond practice experience and current jobs) *(Criterion 3.2)* • **Percentage of faculty applying public health scholarship, knowledge, and skills in practice settings** *(Criterion 3.2)*

Table 1.1.d.1 OHSU-PSU SPH Measureable Objectives and Indicators	
Objectives	Indicators (Criterion Number)
Foster student development of competencies in practice environments	• **MPH students reported, *"Overall, I am satisfied with my field experience"*** *(Criterion 2.4)* • **Mean MPH student self-assessment of competencies demonstrated in the field experience** *(Criterion 2.4)* • **Mean preceptor assessment of the MPH student's demonstration of competencies in the field experience***(Criterion 2.4)* • **Percentage of preceptors would recommend to colleagues that they sponsor an MPH student in a field experience** *(Criterion 2.4, Criterion 3.2)*
Recruit and retain diverse and exceptional individuals to achieve our mission	• **Percentage of primary faculty from under-represented groups** *(Criterion 1.8)* • **Percentage of staff from under-represented groups** *(Criterion 1.8)* • **Percentage of MPH students from under-represented groups** *(Criterion 1.8)* • **Percentage of undergraduate students from under-represented groups** *(Criterion 1.8)*
Achieve equity student populations in academic outcomes and success	• **Graduation rates for BA/BS students from under-represented groups equal the BA/BS all-average graduation rates** *(Criterion 1.8)* • **Retention rates for MPH students from under-represented groups equal the MPH all-average retention rates** *(Criterion 1.8)* • **Graduation rates for MPH students from under-represented groups equal the overall MPH all-average graduation rates** *(Criterion 1.8)*
Support diversity and civility in the classrooms, workplace, and broader communities we serve.	• **Percentage of students that say, "Overall, I am comfortable with the climate of inclusion in the School"** *(Criterion 1.8)* • **Percentage of students that say, "I feel valued and respected"** *(Criterion 1.8)* • **Percentage of Program Directors, Deans' Leadership Team, and Diversity Committee members completing training in implicit bias** *(Criterion 1.8)*

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322 ***1.1.e. Description of the manner through which the mission, values, goals and objectives were***
323 ***developed, including a description of how various stakeholder groups were involved in their***
324 ***development.***

325 The OHSU-PSU SPH Steering Committee met every two weeks beginning in spring 2011. The 12-member
326 SC included faculty from PSU and OHSU as well as the Provosts from both universities. Participants and
327 staffing changed in response to progress and suggestions by the Provosts. (OHSU-PSU SPH Initiative
328 Steering Committee Membership List)**.** The SC developed and approved the School's mission, vision, and
329 goal statements on February 25, 2013. The SC also developed an SPH Action and Implementation Plan.

Table 1.1.e.1 Development of the School's Mission, Values, Goals and Objectives	
Dates	**Activity**
May 2011	SPH Visioning Retreat 1 (50 faculty from PSU and OHSU)
January 2012	SPH Visioning Retreat 2 (75 faculty from PSU and OHSU))
October 2012	Create OHSU-PSU SPH Steering Committee (SC) to meet twice a month
February 2013	Adopt SPH Vision and Mission Statement
	Publish "The State of Our Health 2013" by PSU and OHSU
June 2013	Hold Faculty Information Session Q&A at PSU on SPH mission and goals
July 2013	Update SPH progress with PH community stakeholders
November 2013	Discuss opportunities for community outreach with coalition of local health officials
December 2013	Report outs of six Affinity & Work Groups on opportunities for collaboration
February 2014	Hold OMPH Student Information Sessions
October 2014	Review mission, goals and objectives by APCC, ELC, & EAC Hold two Faculty Listening Sessions at PSU with Interim Dean & associate deans
February 2015	Hold two Open Forums on the SPH at PSU
May 2015	Discuss values & administrative structures at All SPH Faculty Meeting
September 2015	Revise mission, goals & objectives approved at DLT retreat
October 2015	Hold Faculty Research Retreat to build collaborations, identify objectives and indicators
January 2016	Review and revise objectives and targets for Mission, Goals, and Objectives
February 2016	Share MGOs at All Faculty Meeting
September 2016	Evaluate annual performance against targets to DLT and APCC
Fall 2016	Report annual performance against targets at All Faculty Meeting
Notes: APCC Academic Policy & Curriculum Committee; EAC External Advisory Council; ELC Executive Leadership Council; DLT Dean's Leadership Team; SC Steering Committee; SS Self-Study	

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331 With the appointment of the Interim Dean, Elena Andresen, in May 2014, the Provosts disbanded the
332 SPH Steering Committee. Over the summer months in 2014, the Dean's Leadership Team (DLT) met
333 weekly to begin implementing the action plan by revisiting the objectives used in the OMPH program,
334 developing school-level governance structures, identifying primary faculty, and reducing barriers to
335 collaboration. Using CEPH's *Technical Paper: Establishing, Presenting, and Using Outcomes Measures,*
336 the DLT reviewed the OMPH objectives against the factors of relevance, potential for improvement, and
337 controllability. The DLT recommended the elimination of objectives that appeared as a task in a yes/no
338 question. This categorical question does not elicit information about the cultural competency of a given
339 student(s) or measure long-term value of cultural competency to students, alumni, and the public health
340 workplaces. The DLT members also involved constituent groups in the review of the measurable
341 objectives and indicators through the appropriate SPH committees (quarterly All-Faculty Meetings,
342 Academic Policy & Curriculum Committee, Executive Leadership Council, and External Advisory Council).
343 These stakeholder groups provided feedback that the DLT used to revise the objectives and indicators.
344 The DLT reviewed and finalized targets for the objectives in September 2015. In October 2015, SPH
345 faculty approved the objectives and targets at the All-Faculty meeting.
346

347 ***1.1.f. Description of how the mission, values, goals and objectives are made available to the school's***
348 ***constituent groups, including the general public, and how they are routinely reviewed and revised to***
349 ***ensure relevance.***

350 The School displays its mission, values, goals, and objectives on the SPH's website and includes the
351 mission, values, and goals in various print materials, such as the Student Handbooks. The School
352 identified six categories of constituent groups that are, and will continue to be, involved in the review
353 and revision of the MGOs to ensure their relevance. (Figure 1.1.f)
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355 **Figure 1.1.f SPH Constituent Groups**

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357 Through this transition period from the OMPH to the SPH, the faculty, staff, and students through the
358 SPH committees and community members played a prominent role in this development. The DLT will
359 review annual performance against targets in August; the APCC and EAC will review annual performance
360 of the MGOs at its October or November meetings. Table 1.1.f.2 lists the DLT member whose
361 responsibility it is to keep constituent groups informed and involved in development of the School's
362 objectives.
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Table 1.1.f.2 Constituent Groups Involved in the Development of MGOs			
Dean Team Member	**SPH Internal Standing Committees/Councils**	**Other Committees Related to SPH Development**	**External Constituents/Advisory Organizations**
Elena Andresen	Executive Leadership Council SPH All-Faculty Meeting Faculty Council (TBA)	Affinity Group PSU Faculty Senate OHSU Faculty Senate PSU Deans' Council OHSU Deans' Council	University Center of Excellence in Developmental Disability Community Partners Council Oregon Public Health Association Board
Leslie McBride	Academic Policy & Curriculum Committee Student Leadership Committee	PSU Faculty Senate	
Katherine Bradley	Field Experience Workforce Development External Advisory Council	Affinity Group	Oregon Public Health Association Board
Thomas Becker	Research Committee	Affinity Group	Northwest Portland Area Indian Health Board
Nancy Goldschmidt	Diversity Committee		
Carlos Crespo	Undergraduate Curriculum Committee	Affinity Group	OR Health Policy Board OR Health Authority OR Public Health Institute OR Community Health Workers Association OR Community Colleges

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372 *1.1.g. Assessment of the extent to which this criterion is met and an analysis of the school's strengths,*
373 *opportunities, and plans related to this criterion.*

374 This criterion is met.

375 **Strengths**
376 • The process used to develop and approve the School's mission statement, values statements, and
377 goals was inclusive and involved key internal constituents at PSU and OHSU and provided
378 opportunities for external constituents to influence the objectives and metrics.
379 • The goals have objectives and quantifiable indicators with assigned responsibility for oversight to a
380 member of the DLT; standing committee or committees review findings and plan responses.
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382 **Weaknesses**
383 • Involving more constituents in the oversight of the goals and objectives in a way they regard as
384 relevant and inclusive of their diverse interests with the aim of influencing strategic directions and
385 resource allocation.
386

387 **Plans**
388 • The dean's leadership team will review progress toward SPH goals and objectives against strategic
389 priorities at its annual retreat in August. An annual report will be developed for wide distribution to
390 constituents using the existing governance structure: Executive Leadership Council, Student
391 Leadership Council, External Advisory Council, Faculty Council (implementation projected for
392 January 2017), and Academic Policy & Curriculum Committee.
393 • Implement formalized communication plan to foster wider participation in shared governance by
394 faculty, staff, and students.
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405 **1.2 Evaluation**

406 *The school shall have an explicit process for monitoring and evaluating its overall efforts against its*
407 *mission, goals and objectives; for assessing the school's effectiveness in serving its various*
408 *constituencies; and for using evaluation results in ongoing planning and decision making to achieve its*
409 *mission. As part of that evaluation process, the school must conduct an analytical self-study that*
410 *analyzes performance against the accreditation criteria defined in this document.*

411 *1.2.a. Description of the evaluation processes used to monitor progress against objectives defined in*
412 *Criterion 1.1.d including identification of the data systems and responsible parties associated with*
413 *each objective and with the evaluation process as a whole. If these are common across all objectives,*
414 *they need be described only once. If systems and responsible parties vary by objective or topic area,*
415 *sufficient information must be provided to identify the systems and responsible parties for each.*

416 The School embeds responsibility for evaluation processes in its administrative and governance
417 structure.

418 Figure 1.2.a.1 provides a graphical display of the evaluation framework used to consider problems,
419 design actions to improve conditions, and monitor results, inspired by Michael Quinn Patton's work on
420 developmental evaluation. Table 1.2.a.1 and Table 1.2.a.2. list the responsible deans by indicator cluster
421 and standing committees and dean by objective.

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423 **Figure 1.2.a.1 SPH Program Evaluation Framework**

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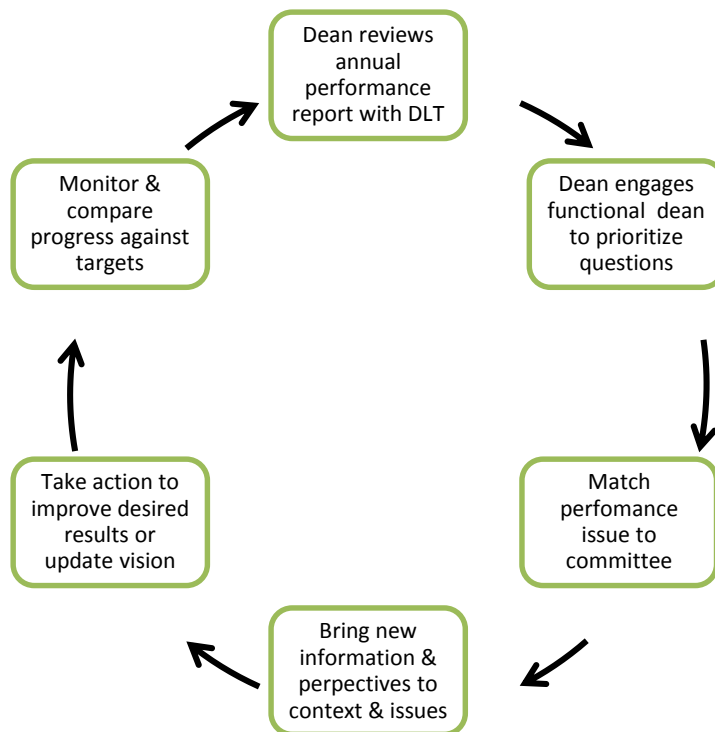
Table 1.2.a.1 Assigned Dean Responsibilities by Indicator Clusters					
Assignment	**Objective Clusters**				
Dean	Fiscal resources	Diversity	Student success equity	SPH climate for diversity & inclusion	Alumni assessments
Academic Dean	Graduate admissions	Competency Assessment	Graduate degree completion Rates	Graduate student success equity	Job placement; competency assessment
Undergraduate Dean	UG admissions	Academic advising	Competency assessment	Degree Completion rates for UGs	BA/BS job placement and satisfaction
Research Dean	Resources for faculty service, scholarship, research	Faculty scholarship	Student work on faculty service, scholarship, research	Faculty service to their profession/ discipline	Community-engaged research
Practice Dean	Practice experience assessments	Workforce development	On-line enrollment	Student volunteer & service	Faculty service to community

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Table 1.2.a.2 Assigned Standing Committees for Ongoing Evaluation		
Measureable Objectives	**Who Monitors Activity and Outcomes**	**Who Recommends Action**
Recruit, accept, and matriculate talented students from a diverse pool of applicants	- Admissions Committees - Diversity Committee - Academic Policy & Curriculum Committee	Academic Dean
Promote, value, and achieve excellence in teaching and advising	- Academic Policy & Curriculum Committee - Faculty Council	Academic Dean
Achieve competency in the essential public health core knowledge and program-specific knowledge, abilities, and cross-cutting skills	- Academic Policy & Curriculum Committee - Assessment Committee - Student Leadership Council	Academic Dean
Compete successfully for extramural funding to support faculty and graduate students	- Research Committee - Deans' Leadership Team	Research Dean
Increase dissemination of research and scholarship to advance population health	- Research Committee - External Advisory Council - Faculty Council	Research Dean
Advance the evidence base for the practice of public health through community engagement to reduce health disparities	- External Advisory Council - Research Council - Faculty Council	Practice Dean Research Dean
Foster student development of competencies in practice environments	- Field Experience Coordinators - Academic Policy & Curriculum Committee - Student Leadership Council	Practice Dean
Recruit and retain diverse and exceptional individuals to achieve our mission	- Diversity Committee - Faculty Council	Dean
Achieve equity student populations in academic outcomes and success	- Admissions Committees - Diversity Committee - Academic Policy & Curriculum Committee	Academic Dean
Support diversity and civility in the classrooms, workplace, and broader communities we serve.	- Diversity Committee - Faculty Council - Deans' Leadership Team	Dean

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438 The SPH uses several data systems maintained by the School and universities for gathering data related
439 to the measureable objectives and quantifiable indicators to demonstrate the School's effectiveness
440 accountability. These include:

441 - **Student Information System (ISIS)**. Each university has its own central database for enrollment
442   records, degrees awarded, registration, financial aid, and student billing. SPH uses the data
443   provided to develop analytical studies for planning, academic program management, and policy
444   development. Designated administrative staff members have access to both systems.

445 - **Faculty Information System (FIS)**. The School uses the FIS for the faculty according to their
446   employing university. The SPH adopted the XITRACS™ Faculty Credentials module in fall 2014 to
447   provide a one-stop location in the Office of the Dean for information about faculty at both
448   universities—educational background, position and rank, teaching and research interests,
449   course assignments, current faculty CVs, and demographic information.

450 - **Survey Data** (e.g., Qualtrics surveys, ASPPH surveys, SOPHAS, ASPPH Data Center). The SPH
451   Dean's Office is responsible for administering surveys on a regular and ad hoc basis to gather
452   information about student satisfaction, alumni opinions, recent graduate job placement,
453   employer opinions, and diversity culture and climate. In the last year, the on-line ASPPH Data
454   Center is a valuable tool to develop comparisons with the peer institutions we identified for our
455   MGO reporting.

456 - **SOPHAS.** The School uses SOPHAS to process applications including applications to full- and
457   part-time MPH programs, PhD programs, and the MS in Biostatistics. For the other academic
458   programs offered by PSU, students apply for admission online using Banweb.

459 - **Research Administration**. At the time of the writing of the Preliminary Self-Study, PSU and
460   OHSU were using different research administration systems and standards. For the Self-Study,
461   we combined data across the two universities for analysis. The SPH will use a single research
462   administration system beginning with new grant submissions in July 2017 at OHSU. The new
463   arrangement will make data reporting more efficient and effective. Of course, sponsored
464   projects with Principal Investigators employed by PSU are reported to research administration at
465   PSU on a regular schedule.

466 - **Academic Program Review (APR).** The School requires the periodic evaluation of its programs to
467   meet the standards of the regional institutional accreditor, Northwest Commission on Colleges
468   and Universities (NWCCU). The program faculty members follow the institutional-level processes
469   of their employing institution. For example, the HMP, HSP, and CH programs follow the PSU
470   processes, and the EPI, ESHH, BIOS, and PHCHD programs follow the OHSU processes. Before
471   submitting the APR for the institutional-level review, the process requires that the program
472   undergo a review process at the school level. All programs in the SPH submit a completed APR
473   report to the APCC for review and feedback before advancing to the next institutional level. The
474   biostatistics program just completed the APR process at OHSU (See Table 1.2.a.1 Academic
475   Program Review Schedule for SPH Programs).

476 - **External Peer Reviews.** With the development of proposals for a new academic program or
477   substantive change to an existing academic program, the School requires an external peer
478   review of the program's strengths and weaknesses. This is to ensure that the programs offered
479   meet or exceed the highest quality standards. Typically, the external peer review groups provide
480   an assessment to the Dean who shares it with the appropriate Provost and Faculty Senate
481   before a state-level review by the Provosts' Council for further discussion and approval for

482   implementation. The Electronic Resource File (ERF) provides the [external peer review reports](#).
483   Importantly, in anticipation of the significance of the SPH assembling the PhD programs, the PhD
484   in Epidemiology and PhD in Community Health requested a synchronized review with the same
485   external review committee and the PhD in Health Systems & Policy requested a different
486   external review committee to provide assurance that the proposed programs met national
487   quality standards.

Table 1.2.c.2 Data Collection for Measureable Outcomes		
What	**How**	**When**
Student Course Evaluations	School extracts from three systems	Each term
MPH Core Competency Assessment	National CPH Exam	Scheduled after student completes MPH core
MPH Core Course Evaluation	Student opinions of how well the core courses prepared them for course competencies	With course evaluation
Practice Experience Competency Demonstration Student and preceptor assessments of competencies and opinions about practice experience	Student self-assessment, preceptor assessment, and faculty assessment Online Survey maintained by Office of the Dean	At student's completion of the field experience, aggregated into annual report
Annual Student Survey-Student opinions about learning experiences	Online Survey maintained by Office of the Dean	Every spring
Job Placement Survey (1 year out)-Recent graduate opinions on competencies,	Online Survey maintained by Office of the Dean	10-12 months after degree award
Alumni Survey (2-5 years out)- Alumni opinions on competencies, professional development needs, and employment/continuing education.	Online Survey maintained by Office of the Dean	Every 2 years for alumni 2-7 years out
Degree Completions Reports- number of students completing degrees and graduation rates	Institutional research offices send raw student data; we aggregate and analyze to get overall rates and by sex, race, ethnicity	Annual

488

489 The survey reports are included in the ERF.
490   -   Employer Survey 2013
491   -   Employer Key Informant Interviews 2016
492   -   MPH Alumni Survey 2013 and 2015
493   -   Annual Student Surveys, 2013, 2014, 2015 and 2016
494   -   Job Placement Surveys (One Year Later), 2014, 2015 and 2016

495 A complete list of the policies and procedures associated with program review and effectiveness are as
496 follows:
497   OHSU Academic Policy Development and Approval, Policy 01-01-010
498   OHSU Academic Program Review, Policy 02-50-005
499   OHSU Proposing Curricular Changes Policy 02-50-010
500   PSU Academic Program Review Goals and schedule
501

502 ***1.2.b. Description of how the results of the evaluation processes described in Criterion 1.2.a are***
503 ***monitored, analyzed, communicated and regularly used by managers responsible for enhancing the***
504 ***quality of programs and activities.***

505 The School monitors the quality of programs and activities against the objectives and measureable
506 outcomes at least once a year. The associate deans have responsibility for the objectives and indicators
507 aligned with their positon descriptions. The DLT communicates results to faculty through the Track
508 Coordinators/Program Directors, the Academic Policy and Curriculum Committee (APCC), and External
509 Advisory Council (EAC). Depending on the topic, the appropriate faculty groups may review and analyze
510 conditions and performance before making recommendations to the appropriate SPH standing
511 committees.

512 **Employer Opinions.** In support of the goal to "Engage communities to advance population health
513 through workforce development, service, outreach, and partnerships," the External Advisory Council
514 participates in the review of data collected about the School's graduates, reflected in the objectives
515 and metrics. At its July 2015 meeting, the EAC reviewed findings of two web-based surveys,
516 employer opinions of MPH graduates conducted in 2013 and alumni perceptions of their public
517 health knowledge and skills conducted in 2015. The findings of the employer survey triangulate with
518 the findings of the alumni survey. The EAC members observed that a few competency ratings fell
519 short of the targets, but wanted more information and recommended interviewing practitioners. To
520 follow up, the associate dean for practice conducted key informant interviews with public health
521 employers. Overall, respondents indicated a preference for hiring/requiring an MPH for traditional
522 roles of program coordinator, epidemiologist, research analyst, policy analyst, health educator, and
523 manager. Important considerations in hiring focused on prior public health-related experience,
524 community work, field experiences, and life experiences. They believed skills in grant writing,
525 informatics, and quality improvement could be better. This work is ongoing as we interview public
526 health professionals in all areas of the state and different practice environments. The report on
527 Preliminary Employer Survey Results is in the ERF.

528

529 **Core Competency.** In support of the goal to, "Prepare graduates for the public health workforce
530 competent to address causes of health and disease in professional practice, policy, and research,"
531 the School conducts surveys of alumni. The Office of the Dean conducts alumni surveys every other
532 year to obtain their perspectives on their competencies developed in public health core and track-
533 specific knowledge compared to the demand for competencies in their work environments. In the
534 2012 and 2015 Alumni Surveys, six of the seven public health core competencies met the threshold
535 of at least 3.2 on a 4-point scale (4 ="very prepared" and 1 ="not prepared"). We found the rating
536 slightly below target for two core competencies: (1) integrate the understanding of the
537 interrelationship among organization, delivery, and financing of health-related services and (2)
538 select and employ appropriate methods of design, analysis, and synthesis to address population-
539 based health problems in urban and rural environments.
540
541 Dr. Neal Wallace, Track Director for Health Management & Policy, did further analysis and
542 discovered that alumni respondent scores for this competency varied by MPH track. Combining the
543 two data collection periods, he found that respondents from two tracks met the threshold— HMP at
544 3.4 and PHCHD at 3.2. Reviewing the mapping of program competencies to MPH core courses
545 revealed that only two core courses (Health Systems Organization and Environmental Health)
546 address this competency. This compares to four of the five core courses supporting each of the
547 other MPH program competencies. The MPH track coordinators are deliberating on the learning
548 experiences needed within the core courses or track required courses of the Epidemiology,

549   Biostatistics, and Health Promotion tracks to support competency development in "integrating the
550   understanding of the interrelationships among organization, delivery and financing of health related
551   services." This faculty group will use existing competency measurements to assess improvement in
552   this area beginning with the Job Placement and in the Alumni Surveys scheduled for 2017. APCC will
553   review progress in core course curriculum in 2016-17.
554

555   **Undergraduate Curriculum.** In support of the goal to "Prepare graduates for the public health
556   workforce competent to address causes of health and disease in professional practice, policy, and
557   research," the Undergraduate Curriculum Committee began examining in 2013 the undergraduate
558   public health curriculum against national standards identified by ASPPH. This review work and
559   proposed changes included: (1) mapping the curricula for the four concentrations to the nine public
560   health domains, (2) revising two of the five core courses, (3) revising the five concentration
561   requirements, and (4) developing program-level competency statements. The PSU Faculty Senate
562   approved the newly developed curriculum, which launched in 2015-16. The faculty group teaching
563   undergraduate courses will revise their course syllabi to include course-learning outcomes and
564   relevant program-level competencies by 2016-17. This faculty group is also developing new
565   assessments consistent with the SPH Assessment Framework and Plan beginning in 2016-17. The
566   Undergraduate Committee, a subcommittee of the APCC will undertake this work.
567

568   **Schedule Conflicts.** During 2014-15, the Associate Dean for Academic Affairs held sessions with
569   track coordinators and program schedulers to address course schedule conflicts that had developed
570   among core course and MPH track-specific requirements. Students expressed their frustrations with
571   scheduling to faculty advisors and on the annual student survey. This prompted staff to review
572   program course schedules; they confirmed the conflicts and the impact on time-to-graduation.
573

574   After determining that these conflicts resulted primarily from two sources—revisions in track
575   curricula and catering to faculty schedule preferences—program schedulers agreed to a permanent
576   schedule for core course requirements around which track requirements would be arranged.
577   Additionally, a policy requiring any faculty member teaching a core course to uphold the permanent
578   schedule received t endorsement of the Academic Policy & Curriculum Committee.
579

580 ***1.2.c. Data regarding the school's performance on each measureable objective described in Criterion***
581 ***1.1.d must be provided for each of the last three years.***

582 Table 1.2.c provides the actual performance on each measureable objective against the target for the
583 last three years. Oregon state law prohibits the setting of targets or goals for minority recruitment.
584 The School approached setting targets based on several criteria in order: (1) CEPH standards, if
585 appropriate, (2) performance needed to achieve mission, (3) performance needed to sustain OMPH/SPH
586 past performance, and (4) performance of the 15-member institutional peer group (approved by the
587 Executive Leadership Team in spring 2015). We used the institutional peer group to calculate targets for
588 two fiscal sustainability measures, which are not included in the MGOs. These measures include faculty
589 salaries and MPH tuition and fees. The plan is to expand the use of the institutional peer group for
590 setting improvement targets. The list of institutional peers is included in the ERF.
591

592 The Self-Study reproduces the appropriate indicators under each criterion to track the work of the
593 School. Each indicator is color-coded based on our evaluation of performance against targets. For any
594 particular indicator, green signifies, "Things are going well," and yellow indicates, "Watch this more
595 closely." Red alerts, "Target is not being met and we need to act."

Table 1.2.c. Goals and Measureable Objectives (Outcome Measures Template)

Goal 1: Prepare graduates for the public health workforce competent to address the causes of health and disease in professional practice, policy, and research

Objective 1: Recruit, accept, and matriculate talented students from a diverse pool of applicants.

	Indicators	Target	2013-14	2014-15	2015-16
1	Applicants who are accepted and matriculate will be from at least one of the targeted recruitment groups [4]	40%			
	URM Undergraduates	NA	23% 243/1073	28% 330/1180	28% 350/1233
	URM MPH students	NA	18% 11/61	22% 13/60	24% 13/54
	URM PhD students	NA	33% 3/6	18% 2/11	10% 1/10
	Pell Grant Recipients (BA/BS)	50%	66% 709/1073	65% 767/1180	51% 623/1233
	Disadvantaged Background (MPH)	40%	NA	43%	55%
	Previous Public Health Experience	70%	NA	83%	79%
2	MPH accepted applicants enroll	40%	59% 57/96	44% 62/141	30% 63/209
3	MA/MS accepted applicants enroll	50%	86% 6/7	67% 2/3	50% 3/6
4	PhD accepted applicants enroll	45%	100% 6/6	73% 11/15	50% 10/20
5	GRE Test scores for admitted MPH students that matriculate	V and Q of 75%	NA	V: 73% Q: 73%	V: 79% Q: 74%
6	GRE test scores for admitted MA/MS students that matriculate (Health Studies)	V and Q of 75%	V: 75% Q: 75%	V: 75% Q: 75%	V: 75% Q: 75%
	GRE test scores for admitted MS students that matriculate (Biostatistics)	V and Q of 85%	V: 85% Q: 100%	V: 100% Q: 100%	V:100% Q: 100%
7	GRE test scores for admitted PhD students that matriculate	V and Q of 80%	NA	V: 80% Q: 100%	V: 83% Q: 100%
Objective 2: Promote, value, and achieve excellence in teaching and advising					
8	Mean student rating of overall quality of public health courses (6-pt scale)	≥5.0	OHSU: 5.1	Grad: 5.1 UG: 5.1	Grad: UG:
9	Percentage of primary faculty with doctoral degrees	90%	92%	88%	89%
10	Percentage of primary faculty retained	95%	97%	100%	100%

[4] Oregon state law prohibits the setting of recruitment targets for population groups based on race and ethnicity alone.

Goal 1: Prepare graduates for the public health workforce competent to address the causes of health and disease in professional practice, policy, and research					
	Indicators	**Target**	**2013-14**	**2014-15**	**2015-16**
11	Students are satisfied with academic advising	**80%**	MPH: 64%	MPH : 63% BA/BS: 93%	
12	Total graduate student-to-faculty ratio will be ≤10:1	≤10:1	4.5	3.5	3.4
13	MPH student will complete degrees within four years	**80%**	MPH: 82%	MPH: 75%	*MPH: 92%*
14	Placement rates of MPH graduates within 12 months of graduation	**80%**	94% *(2012-13 grads)*	91% *(2013-14 grads)*	
15	PhD student will complete degrees within 7 years	**80%**	*100% (2 HSP))*	100% (1 HSP)	*NA*
16	Placement rates for PhD graduates within 12 months of graduation		100% (HSP)	100% (HSP)	
17	Total undergraduate student-to-faculty ratio will be ≤ 30:1	≤30:1	*NA*	NA	50:1
18	BA/BS student will complete degrees within 3 years (at 120 credits)	**70%**	43% *Fall 2007*	60% *Fall 2008*	69% *Fall 2009*
19	Placement rates of BA/BS graduates within 12 months of graduation			77% *2014-15 grads*	
Objective 3: Achieve competency in the essential public health core knowledge and program-specific knowledge, abilities, and cross-cutting skills					
20	Among students and alumni who take the CPH exam, the average pass rate will exceed the national average	**≥national average**	100% (2/2) NBPHE Av. 85%	87% (13/15) NBPHE Av. 80%	88% (7/8) NBPHE Av. 68%
21	Mean MPH alumni rating on "*prepared to apply core knowledge and skill competencies in current job*"	**≥3.2 on 4-point scale**	*collected biennially*	Knowledge: 3.4 Methods: 3.1 Systems: 3.0 Communicate: 3.3 Ethics: 3.7 Cultural: 3.3 TIP: 3.5	
22	Mean MPH alumni rating on "*able to apply knowledge and skill competencies in track* in current job*"*	**≥3.2 on 4-point scale**	*collected biennially*	EPI/BSTA: 3.2 HMP: 3.5 HP:3.3 PHCHD: 3.5 ESHH: NA	

596

Goal 2: Conduct and disseminate high-quality research and scholarship to optimize population health throughout Portland, the state of Oregon, and beyond

Objective 4: Compete successfully for extramural funding to support faculty and graduate students

	Indicators	Target	FY 2014	FY 2015	FY 2016
23	Total awards from grants & contracts ($ in thousands)	≥+5%	$11,752	$12, 315 5%	*Pending*
24	Percentage of research proposals submitted by PIs are funded	25%	51%	29%	*Pending*
25	Percentage of faculty reporting graduate student participation on funded research/scholarship projects	≥20%	24%	32%	*11% (Partial Year)*

Objective 5: Increase dissemination of research and scholarship to advance population health

	Indicators	Target	FY 2014	FY 2015	FY 2016
26	Number of peer-reviewed publications annually	≥230	302	212	*Pending 1/2017*
27	Percentage of primary faculty presenting at professional meetings	≥75%	62%	69%	*Pending 5/2016*
28	Percentage of faculty reporting sponsored research/scholarship engaged the community or population groups	30%	27%	32%	*33% (Partial Year)*

Goal 3: Engage communities to advance population health through workforce development, service, outreach, and partnerships

Objective 6: Advance the evidence base for the practice of public health through community engagement to reduce health disparities

	Indicators	Target	FY 2014	FY 2015	FY 2016
29	Number of public health practitioners participating in SPH-sponsored professional development workshops, and events annually	2,000	3,545	*4,122*	1,287 (partial year)
30	Percentage of faculty providing testimony, technical support, or advice to administrative, legislative, or community organizations	30%	30%	15%	9% (partial year)
31	Percentage of faculty serving on advisory panels, boards of directors, or task forces related to community organizations, NGOs, or health departments	40%	45%	31%	17% (partial year)
32	Percentage of students that report community or service activities (beyond practice experience and current jobs)	25%	24%	32%	pending
33	Percentage of faculty applying public health scholarship, knowledge, and skills in practice settings	30%	85%	*49%*	29% (partial year)

Goal 3: Engage communities to advance population health through workforce development, service, outreach, and partnerships					
Objective 7: Foster student development of competencies in practice environments					
	Indicators	**Target**	**FY 2014**	**FY 2015**	**FY 2016**
34	MPH students reported, *"Overall, I am satisfied with my field experience*	**≥90%**	95%	100%	96%
35	Mean MPH student self-assessment of competencies demonstrated in the field experience	**≥ 3.2**	3.7	3.7	3.4
36	Mean preceptor assessment of the MPH student's demonstration of competencies in the field experience	**≥3.2**	3.9	3.6	3.7
37	Percentage of preceptors would recommend to colleagues that they sponsor an MPH student in a field experience	**≥90%**	100%	90%	96%

Goal 4: Sustain and enhance a thriving academic community that embraces diversity in ideas, expertise, and experiences					
Objective 8: Recruit and retain diverse and exceptional individuals to achieve our mission					
	Indicators	**Target**	**2013-14**	**2014-15**	**2015-16**
38	Percentage of primary faculty from under-represented groups	**United States**	33	59	76
	Black or African American	13%	0	2%	1%
	Hispanic or Latino	17%	3%	13%	11%
	Asian (Underrepresented)	NA	10%	7%	5%
	Total URM		13%	22%	17%
39	Percentage of staff from under-represented groups	**Portland metro**	**37**	**52**	**53**
	Black or African American	32%	3%	2%	2%
	Hispanic or Latino	11%	3%	4%	2%
	Subtotal URM	20%	15%	12%	
40	Percentage of MPH students from UR groups	**Oregon**	221	197	171
	Black or African American	2%	2%	3%	3%
	Hispanic or Latino	11%	3%	3%	6%
	Subtotal URM	20%	14.0%	17%	18%
41	Percentage of undergraduate students from under-represented groups	**Portland metro**	1,073	1,180	**1,233**
	Black or African American	3%	5%	6%	6%
	Hispanic or Latino	11%	10%	12%	12%
	Subtotal URM	19%	23%	26%	26%

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Goal 4. Sustain and enhance a thriving academic community that embraces diversity in ideas, expertise, and experiences

Objective 9: Achieve equity student populations in academic outcomes and success

Indicators	Target	2013-14	2014-15	2015-16
42 **Graduation rates for BA/BS students from URM equal the BA/BS all- average graduation rates**	Equity	Start: 2007 Graduate: 2010	Start: 2008 Graduate: 2011	Start: 2009 Graduate: 2012
Black or African American		100% (2/2)	75% (3/4)	71% (5/7)
Hispanic or Latino		33% (1/3)	100% (10/10)	89% (16/18)
URM Subtotal		60% (3/5)	70% (19/27)	76% (28/37)
Asian		40% (2/5)	40% (4/10)	50% (6/12)
White		41% (12/29)	65% (57/88)	80% (78/97)
Adjusted Rate (w/o declined & international)		44% (17/39)	64% (80/125)	77% (112/146)
All Average		45% (21/47)	64% (88/138)	76% (119/157)
43 **Retention rates for MPH students from URM equal the MPH all-average retention rates**	Equity	Enter:2013 Return: 2014	Enter:2014 Return: 2015	Enter:2015 Return: 2016
Black or African American		100% (2/2)	100% (1/1)	100% (3/3)
Hispanic or Latino		100% (1/1)	0	100% (2/2)
URM Subtotal		100% (8/8)	100% (9/9)	100% (18/18)
Asian		100% (6/6)	100% (1/1)	100% (10/10)
White		95% (70/74)	95% (42/44)	98% (53/54)
Adjusted Rate (w/o declined & international)		95% (84/88)	96% (52/54)	99% (81/82)
All Average		96% (89/93)	95% (60/63)	99% (91/92)
44 **Graduation rates for MPH students from under-represented groups equal the overall MPH all-average graduation rates**	Equity			
Black or African American		33% (1/3)	0	100% (2/2)
Hispanic or Latino		40% (2/5)	80% (4/5)	67% (2/3)
URM Subtotal		50% (5/10)	67% (4/6)	82% (9/11)
Asian		100% (6/6)	100% (1/1)	100% (10/10)
White		83% (92/111)	79% (95/120)	81% (94/116)
All average		83% (126/152)	82% (129/157)	82% (121/147)

Goal 4. Sustain and enhance a thriving academic community that embraces diversity in ideas, expertise, and experiences					
Objective 10: Support diversity and civility in the classrooms, workplace, and broader communities we serve.					
Indicators		**Target**	**2013-14**	**2014-15**	**2015-16**
45	Percentage of students that say, "Overall, I am comfortable with the climate of inclusion in the School"	85%	MPH:	MPH: 88%	Grad: UG:
46	Percentage of students that say, "I feel valued and respected"	85%	MPH	MPH: 84%	Grad: UG:
47	Percentage of Program Directors (12), Deans' Leadership Team (8), and Diversity Committee (20) complete training on implicit bias in decision-making, leadership and barriers to innovation	85% of 30	NA	NA	pending

599

600 **1.2.d. Description of the manner in which the self-study document was developed including effective**
601 **opportunities for input by important school constituents, including institutional officers,**
602 **administrative staff, faculty, students, alumni and representatives of the public health community.**
603 Beginning in spring 2012 through May 2014, the OHSU-PSU SPH Initiative SC engaged in the planning for
604 the School and the development of the "Action Plan." This represents the first phase of the Self-study
605 process, as the CEPH standards guided this development. The SC provided opportunities for faculty,
606 staff, students, administrative staff, alumni, and external constituents to engage in the advance planning
607 for the transition from a program to a school.
608
609 The appointment of an Interim Dean in May 2014 launched the creation of an Office of the Dean on July
610 1, 2014. With the planning for the School's implementation, the Office of the Dean took the lead in
611 preparing the iterative drafts of the Self-Study with input and data from the faculty, staff, students,
612 Councils and Committees, and institutional officers, primarily the Provosts. The discussions about
613 accreditation of a school included the individuals with the most detailed knowledge of the various
614 aspects of the OMPH program and proposed changes described in the SPH Action Plan, contained in the
615 ERF. These individuals and their self-study assignments included:

616 - Dean (Preface, Criterion 1; Criterion 4.1)

617 - Associate Dean for Academic Affairs (Criterion 2 Graduate Programs, Criterion 4.3)

618 - Associate Dean for Undergraduate Studies (Criterion 2 Undergraduate sections)

619 - Associate Dean for Research (Criterion 3.1 Research)

620 - Associate Dean for Practice (Criterion 2 Field Experience; Criterion 3.2 Service; Criterion
621 3.3 Workforce Development)

622 - Finance and Administration Manager (Criterion 1.6 Fiscal Resources; Criterion 3.1
623 Research)

624 The Interim Dean and Interim Assistant Dean for Accreditation briefed constituency groups with the
625 most direct knowledge and interest in the accreditation of the proposed school about the purpose of
626 accreditation, expectations as expressed in the CEPH criteria, explanations about how program and
627 school accreditation differed, and the timeline for the accreditation process. These groups provided
628 feedback to the members of the writing committee and included:

629
630   • SPH Executive Leadership Council
631   • SPH External Advisory Council
632   • SPH Student Leadership Committee
633   • SPH Academic Policy & Curriculum Committee
634   • MPH Track Directors
635   • PhD Program Directors
636   • Coordinator, Undergraduate Public Health Major
637   • SPH Diversity Committee
638   • SPH Student Leadership Council

639   The criteria and evidence detailed in the CEPH document "Accreditation Criteria, Schools of Public
640   Health, Amended June 2011" guided the development of the Self-study. As programs moved from being
641   more autonomous to a more organic whole, the various decision points provided self-reflection
642   opportunities for the proposed School. Each member of the writing team solicited additional
643   participation from faculty, administrators, and other staff, students, and external constituents as needed
644   to develop the documentation. The Assistant Dean for Accreditation did the initial reviewing, editing,
645   and assembling of the draft that circulated among the internal constituency groups in December
646   through March. Individual writing team members revised sections as needed. The criterion assignments
647   dictated the person responsible for doing the preliminary analysis of strengths, challenges, and plans.
648   The writing and review team reviewed these sections as a whole and redrafted as appropriate in March
649   2016. The writing team solicited feedback from faculty, staff, and students as well as external
650   constituencies on the preliminary self-study. Preliminary Draft of the Self-study will be posted on the
651   SPH website by June 28 for public comments.
652
653   The committee charged with the review of the Self-study at critical junctures is the Academic Policy &
654   Curriculum Committee (APCC). The Review Team included faculty on the APCC team as well as
655   additional faculty and staff who volunteered to read the entire Self-Study or sections of special interest.
656   The Accreditation Dean met with faculty and program staff in person and on conference calls to receive
657   verbal feedback and written comments.
658
659   Criterion 1: Janne Boone-Heinonen, Paula Carder, Rochelle Fu, Sherril Gelmon, William Lambert,
660   Elizabeth Bull, Lisa Marriott, Ana Quiñones, Michelle Singer, Neal Wallace, Liana Winett
661
662   Criterion 2: Janne Boone-Heinonen, Gary Brodowicz, Sherril Gelmon, Lisa Hatfield, Lisa Marriott,
663   Deb Messecar, Lynne Messer, Jill Rissi, Karen Watanabe, Andrew Wyman, Belinda Zeidler
664
665   Criterion 3: Alexis Dinno, Rochelle Fu, Sherril Gelmon, Lisa Hatfield, Betty Izumi, William Lambert,
666   Lisa Marriott, Deb Messecar, Charles Schroeder, Lawrence Wallack
667
668   Criterion 4: Sherril Gelmon, Lisa Marriott, Rochelle Fu, Deb Messecar, Karen Watanabe
669
670
671
672

673 *1.2.e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths,*
674 *opportunities, and plans related to this criterion.*

675 This criterion is met.

676 **Strengths**
677 • The implementation of the 2013 Action Plan proposed by the OHSU-PSU SPH Initiative Steering
678 Committee involved learning together about the different cultures, expectations, and
679 terminology used by the institutions, faculty, staff, and students through Affinity Groups. The
680 development of the School's Bylaws, the Research Retreat, regular APCC meetings, and All-
681 Faculty Meetings are important integrating structures to keep people informed, solicit ideas,
682 and receive feedback as the School's unique culture evolves.
683 • The School and programs conduct regular program evaluations to provide quantitative and
684 qualitative data to measure progress toward its mission, goals, and objectives.
685 • The Office of the Dean created school-wide reports on survey findings to support discussions
686 about results and the identification of conditions and trends requiring attention for
687 improvement.
688
689 **Weaknesses**
690 • Determine organizational capacity and vision needed to support performance measurement,
691 evaluation, and reporting by the Office of the Dean on behalf of the School and its programs.
692
693 **Plans**
694 • In 2016-17, the School will harmonize unique data systems to provide consistent and useful
695 information on performance for continuous improvement and oversight on how well the
696 School is achieving its mission and goals
697 • Implement XITRACS (faculty information system) and *Symplicity*™ (student field experience
698 and culminating experience database) to coordinate systematic data collection with support of
699 the Office of the Dean.
700 • Prepare an annual performance report comparing performance on all indicators against
701 targets to monitor and assess the School's effectiveness; expand use of institutional peer
702 group for setting targets for indicators beyond faculty salaries and tuition..
703
704
705

706 **1.3 Institutional Environment**
707 *The school shall be an integral part of an accredited institution of higher education and shall have the*
708 *same level of independence and status accorded to professional schools in that institution in which the*
709 *school is located and the names of the accrediting bodies (other than CEPH) to which the institution*
710 *responds.*

711 *1.3.a. A brief description of the institutions in which the school is located and the names of accrediting*
712 *bodies (other than CEPH) to which the institution responds.*
713

714 **Portland State University.** Founded in 1946, PSU's mission is to "lead the way to an equitable and
715 sustainable future through academic excellence, urban engagement, and expanding opportunity for all."
716 Following the Carnegie Classification™ framework, PSU is a research university with high research
717 activity (RU/H), an enrollment profile of high undergraduate, and noted for community engagement.
718 PSU is Oregon's only urban public research university and one of 35 in the nation. PSU offers a quality
719 liberal education for undergraduates and an appropriate array of professional and graduate programs
720 especially relevant to metropolitan areas with 124 programs in liberal arts and sciences, urban and
721 public affairs, public health, social work, business administration, education, fine and performing arts,
722 engineering and computer science.

723 In fall 2015, PSU enrolled 29,057 students, of whom 80% were undergraduate students and 18% were
724 graduate students. PSU has an extensive history and reputation for community involvement including
725 urban development, public policy, and academic and community partnerships. PSU has a nationally
726 recognized innovative approach to education that combines academic rigor with field-based experiences
727 with community partners. In 2014-15, PSU awarded 4,116 bachelor's degrees, 1,678 master's degrees
728 and 77 PhDs. PSU's research support grew to $64.6 million in FY 2015.

729 **Oregon Health & Science University**. Founded in 1887, OHSU's multifaceted mission is to "strive for
730 excellence in education, research and scholarship, clinical practice and community service." According to
731 the Carnegie Classification™ framework, OHSU is a Special-Focus Institution, medical with an enrollment
732 profile of majority graduate. OHSU is Oregon's only academic health center and one of 125 in the nation.

733 OHSU offers professional programs in medicine, dentistry, nursing, physician assistant, public health and
734 in graduate academic programs in biomedical sciences. In addition to the academic side of the
735 enterprise, OHSU includes two hospitals, abundant clinics, and numerous research centers and
736 institutes. In fall 2015, OHSU enrolled 2,895 students, of whom 33% were graduate students, 30% were
737 professional students, and 28% were undergraduate students. In 2014-15, OHSU awarded 429
738 bachelor's degrees, 311 professional degrees, 254 masters' degrees, and 43 PhDs.

739 OHSU is a center for research with more than 1,000 PIs working on more than 3,000 research projects.
740 Most of OHSU research growth has been in the basic sciences, but one-third of total grant support is for
741 clinical research. OHSU research groups now maintain multi-million dollar, multi-year grants in
742 adolescent risky behavior reduction, stroke, sleep disorders, vision disturbances, drug abuse,
743 neurosciences, stress, toxicology, hearing loss, hypertension, clinical nutrition, obesity, violence
744 prevention, health disparities research, and cancer. Several centers conduct epidemiologic research in

745 special populations, and the SPH provides an academic home to population-based researchers across
746 the campus. OHSU's research support grew to $376 million in FY 2015.[5]
747
748 The Northwest Commission on Colleges and Universities (NWCCU) is the regional institutional
749 accrediting agency for OHSU and PSU. NWCCU requires member institutions to complete a self-study
750 and have an on-site visit by an evaluation committee at least every seven years. NWCCU conducted its
751 site visit of PSU in October 2015 and of OHSU in November 2015.
752   • OHSU Self-study
753   • PSU Self-study
754
755 The collaborating universities have 51 programs accredited by specialized accrediting agencies. (OHSU
756 has 26 accredited programs; PSU has 25 accredited programs.) The ERF provides an Inventory of
757 Specialized Accreditation and Reporting Timelines of each agency that accredits programs offered by
758 OHSU and PSU. The Commission on Accreditation of Health Management Education (CAHME) also
759 accredits the HMP. The Accrediting Council on Graduate Medical Education (ACGME) accredits the
760 Preventive Medicine Residency Program and for those residents completing the MPH, ACGME requires
761 CEPH accreditation for the MPH program.

762 ***1.3.b Organizational charts of the university indicating the school's relationship to other components***
763 ***of the institution, including reporting lines.***

764 Figures 1.3.b.1 and 1.3.b.2, located in the Electronic Resource File (ERF), show the organizational
765 structures of the two partner universities.

766 The Dean chairs the SPH Executive Leadership Council, which serves as the inter-institutional advisory
767 group to the dean. Dean Andresen, interim dean of the School, served as one of the members of the
768 OHSU-PSU SPH Steering Committee. The SPH Dean reports to both partner institutional Provosts.

769 ***1.3.c. Description of the school's level of autonomy and authority regarding the following: budgetary***
770 ***authority relating to resource allocation, lines of accountability, including access to higher-level staff***
771 ***officials; personnel recruitment, selection and advancement, including faculty and staff; academic***
772 ***standards and policies, including establishment and oversight of curricula.***

773 The School's level of autonomy is similar to other schools/colleges at OHSU and PSU.

774 **Budgetary Authority**. Budgetary authority for the School for joint funds and institution-specific budgets
775 resides with the Dean with oversight by the respective university. Section 1.6.a describes the budgetary
776 processes. Each University Funds contributes funds for Office of the Dean, which the Dean manages and
777 both Provosts provide oversight. In addition, the Dean has oversight for the collaborative budget for
778 MPH management (formerly the OMPH budget), to which both universities contribute equally.

779 **Lines of Accountability**. All functions, faculty, staff, and academic programs report to the dean or
780 indirectly via one of the associated deans beginning on July 1, 2016 (see also Section 4.2).

---

[5] Blue Ridge Institute for Medical Research (BRIMR) uses NIH's online database to create national rankings for medical schools. BRIMR placed OHSU School of Medicine 23rd in the nation for 2014. The OHSU School of Medicine's research and training awards have more than quadrupled during the past decade.

781 **Faculty Policies.** The SPH operates in a shared governance model, including the SPH Faculty Council and
782 collective bargaining at PSU (see Section 4.2).

783 **Staff Polices.** Staff policies are governed by human resources at each university, with some flexibility
784 within dean authority at both universities except for bargaining agreements at each university (AFSCME
785 at OHSU; AAUP, SEIU, AFT, and IATSE at PSU).

786 **Academic Standards and Policies**. The dean represents and maintains academic standards at both
787 partner universities; however, operationally the academic dean manages academic standards.

788 *1.3.d. Identification of any of the above processes that are different for the SPH than for other*
789 *professional schools.*

790 The dean of the SPH reports to the provosts at both OHSU and PSU. This dual reporting structure is
791 unique.

792 *1.3.e. If a collaborative school, descriptions of all participating institutions and delineation of their*
793 *relationships to the school.*

794 Portland State University and Oregon Health & Science University are the participating institutions for
795 the collaborative school. They are located in downtown Portland within a mile of each other. Campus
796 shuttles and public transportation (trolley, buses and tram) connect the two campuses. OHSU accepted
797 the designation of lead institution and assumed the risk for maintaining the School.

798 *1.3.f. If a collaborative school, a copy of the formal written agreement that establishes the rights and*
799 *obligations of the participating universities in regards to the school's operation.*

800 The formal written agreement between PSU and OHSU related to the Joint Graduate Programs in Public
801 Health became effective on July 29, 2014 and is effective until June 30, 2018. (Appendix 1.3.f.1) The
802 MOU addresses academic affairs, student affairs and services, governance and finances, and
803 accreditation. A second memorandum of understanding established the rights and obligations of the
804 participating universities on research and sponsored projects that became effective in 2015. (Appendix
805 1.3.f.2)

806 *1.3.g. Assessment of the extent to which this criterion is met and an analysis of the school's strengths,*
807 *opportunities, and plans related to this criterion.*

808   **Strengths**
809 - The Dean of the SPH enjoys the same authority in the reporting structures as the deans of other
810   professional schools.
811 - Formal written agreements establish the rights and responsibilities of PSU and OHSU regarding the
812   School's operation.
813 - The PSU faculty demonstrated their commitment to the School's vision: Health Management and
814   Policy faculty voted "Yes" to join the School of Public Health in fall 2015 (4 out of 4 eligible faculty)
815   and Community Health faculty voted "Yes" in winter 2016 (31 of 37 eligible faculty).
816

817   **Weaknesses**
818 - Limited experience in implementing cross-university faculty recruitment processes and common
819   expectations for program leaders.
820

821   **Plans**
822 - The School will develop and implement common expectations for education program leaders
823   (track and program directors) to achieve an equity model.
824

825 **1.4 Organization and Administration**
826 **The school shall provide an organizational setting conducive to public health learning, research and**
827 **service. The organizational setting shall facilitate interdisciplinary communication, cooperation, and**
828 **collaboration that contribute to achieving the school's public health mission. The organizational**
829 **structure shall effectively support the work of the school's constituents.**
830 *1.4.a. One or more organizational charts showing the administrative organization of the school,*
831 *indicating relationships among its component offices, departments, divisions or other administrative*
832 *units.*

833 Figure 1.4.a.1 portrays the administrative structure of the school and Table 1.4.b.1 lists the faculty
834 member serving as track director (MPH), program director (PhD, MS/MS), and program coordinator
835 (BA/BS) designated to represent the program on School-level standing and on ad hoc committees by
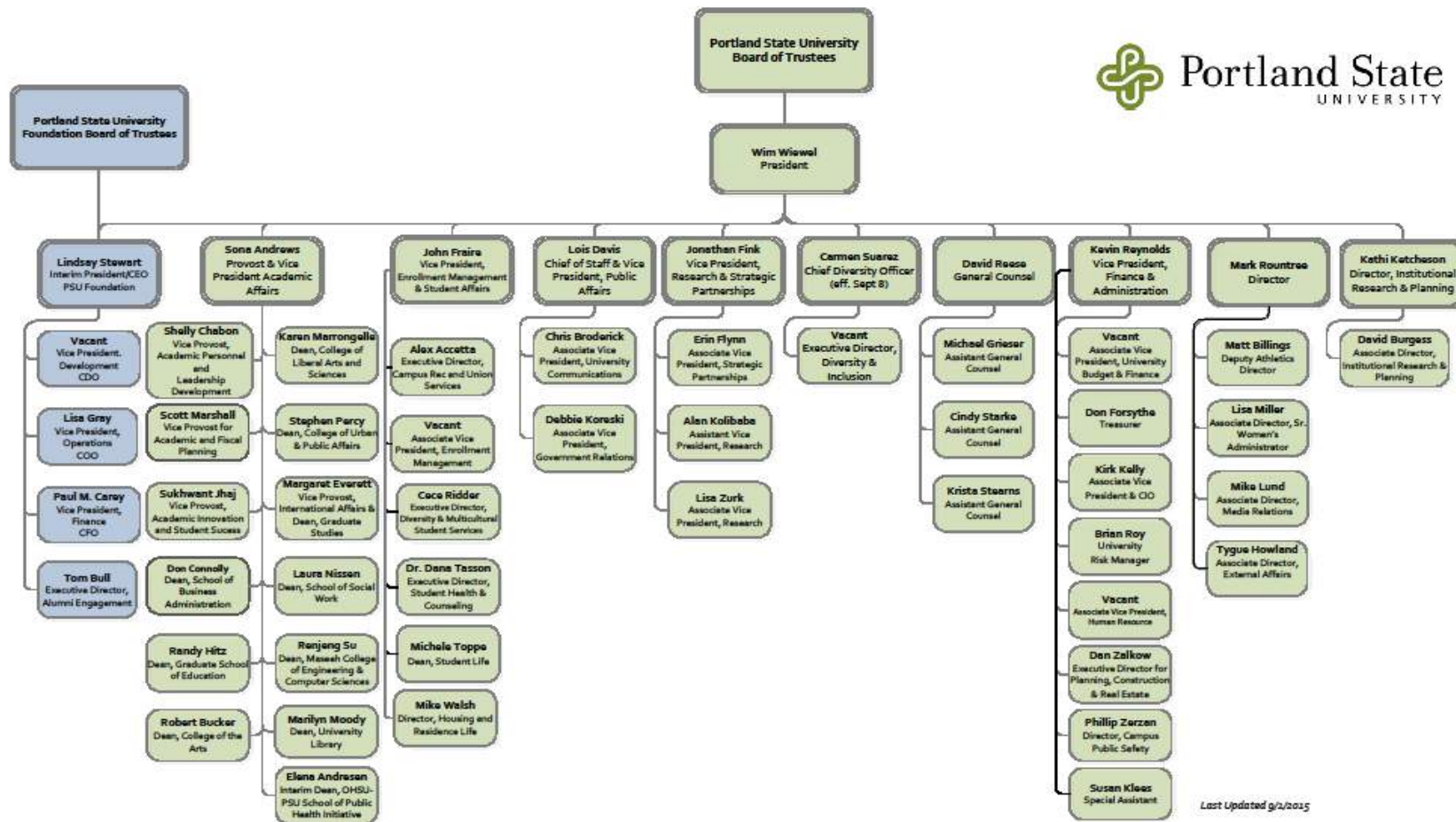836 virtue of their position.

837

Figure 1.4.a.1 SPH Administration and Governance Chart

839
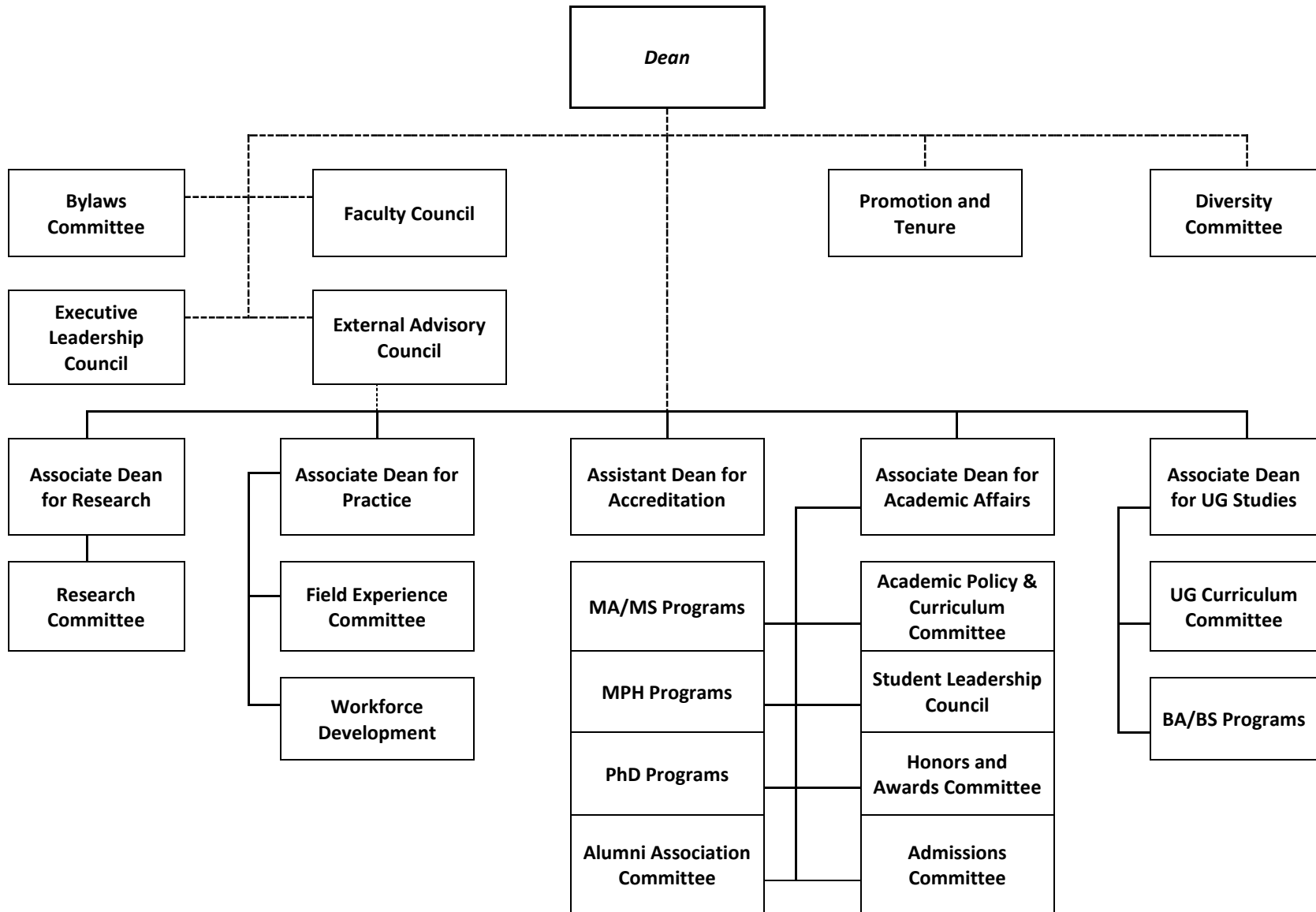
Criterion 1: The School of Public Health
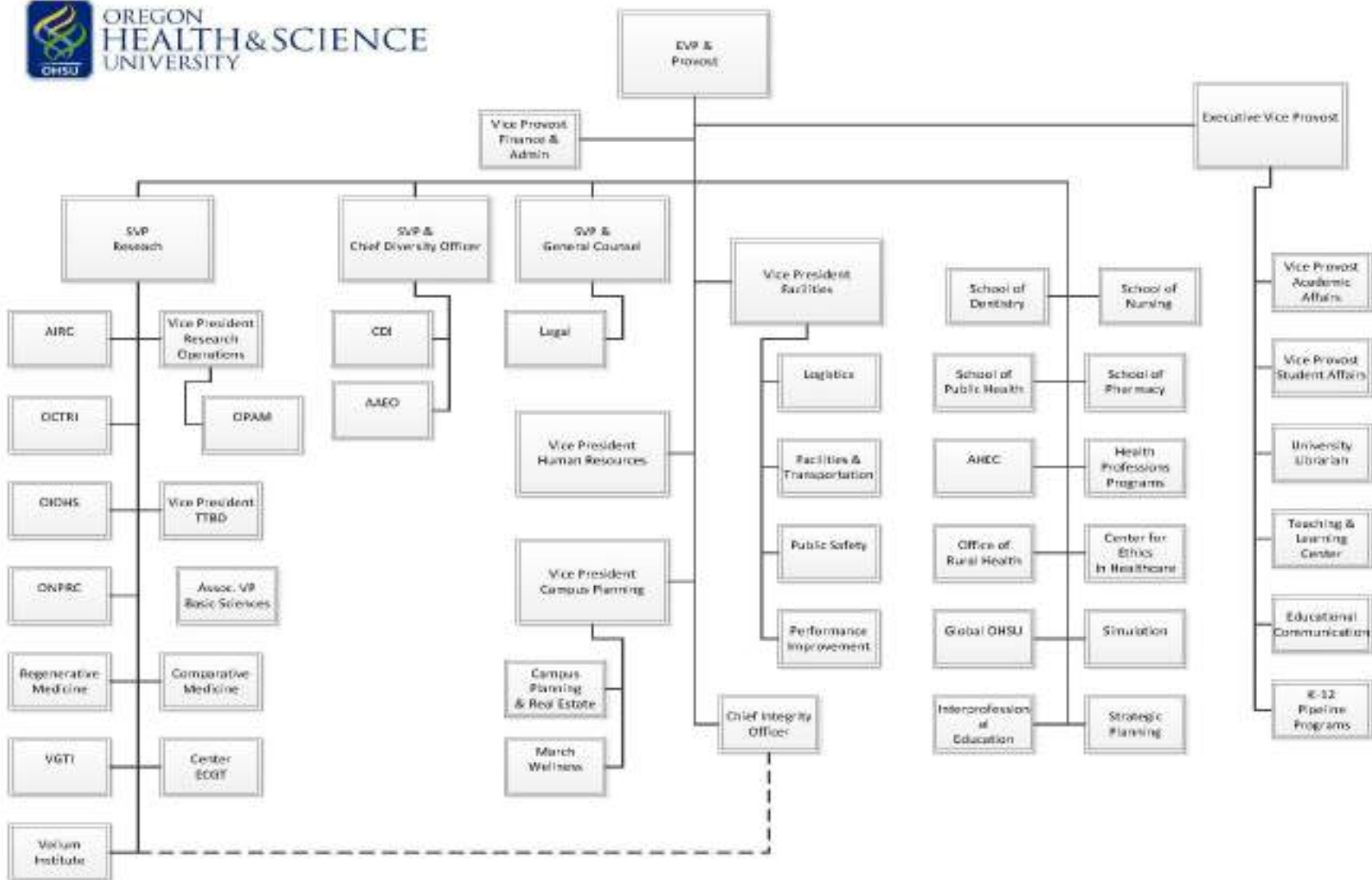
840

841
842

843

844 ***1.4.b. Description of the roles and responsibilities of major units in the organizational chart.***
845 The School's leadership includes both faculty and staff. The dean appoints the associate deans for
846 academic affairs, undergraduate studies, research, and practice from the School's faculty. Other
847 administrative staff includes an assistant dean for accreditation, OMPH program coordinator, field
848 experience program coordinator, education data specialist, project manager, executive assistant to the
849 Dean, and administrative assistant. All are housed in the Office of the Dean on the OHSU campus. The
850 Interim Dean and Interim Associate Dean for Academic Affairs maintain offices and office hours on both
851 campuses. The institutional organizational charts depict the dean's reporting lines up to and including
852 the president and provost for the partner universities, PSU and OHSU. (see Appendix 1.4.b.1)

853 **Dean.** The dean assumes overall fiduciary responsibility for the SPH and ensures all aspects of the
854 School's success in all mission areas and the implementation of an effective administrative structure
855 for the School. The dean will begin to oversee the appointment of primary and other faculty to the
856 School and its programs beginning on July 1, 2016. The dean represents the School to PSU and OHSU
857 leadership, alumni, the public health community, and to governmental, academic, and private
858 agencies. The dean is also responsible for maintaining a culture of respect and civility as well as efforts
859 to increase the diversity of public health faculty, staff, and students.

860 **Associate Dean for Academic Affairs**. The academic officer operates as the principal representative
861 for professional and academic programs in interactions with the SPH leadership, graduate program
862 directors/track coordinators, and with national and community entities. The academic dean ensures
863 the quality of existing and new academic programs and advises on faculty recruitment, evaluation, and
864 development. The academic dean leads SPH efforts for graduate student recruitment.

865 **Associate Dean for Undergraduate Studies**. The undergraduate program dean manages the
866 undergraduate academic programs, ensures the implementation of uniform program standards
867 aligned with expectations of the School and CEPH, and leads efforts to institute programs, practices,
868 and strategies as directed by the dean. The UG program associate dean oversees undergraduate
869 student recruitment, student advising, student communications, internships, and student activities.

870 **Associate Dean for Practice.** The practice dean operates as the key leader for public health practice,
871 with core responsibility to lead efforts for student recruitment from practice settings and workforce
872 development, enhance the field experience and assessment of student competencies, and oversee the
873 service and community engagement goals of the SPH

874 **Associate Dean for Research**. The research dean operates as a key leader for the research mission of the
875 SPH, serves as the SPH leadership member of the SPH Research Committee, and represents the dean on
876 research-oriented committees and programs at OHSU and PSU at state, national, and international
877 levels.

878 **Assistant Dean for Accreditation.** The accreditation dean operates as the key leader for the
879 organization and development of the CEPH Self-Study**.** The accreditation dean coordinates the
880 development of plans and oversees timelines, work assignments, and work quality.

881 **School Fiscal/Budget Administrator.** The school administrator is responsible for SPH budgeting including
882 grants and contracts and human resource management. She directly supervises budget and fiscal
883 operations of staff.

884 **Track and Program Directors**. Faculty members, appointed by the dean, serve as director for each
885 major and degree combination. The Associate Dean for Academic Affairs has responsibility for the
886 track coordinators (or program directors) at the graduate level. The Associate Dean for Undergraduate
887 Programs has responsibility for the undergraduate program (see Table 1.4.b.1)

888 **Education Coordinators**. The OMPH (historical title) program coordinator provides administrative and
889 programmatic support to the dean and academic dean, faculty members, and students for the MPH
890 program. The coordinator oversees the centralized admissions and recruitment processes (SOPHAS);
891 organizes the annual update of student and faculty handbooks; facilitates intercampus course
892 registration; and arranges the OMPH promotion and marketing strategy.

Table 1.4.b.1 Faculty Serving as Track and Program Directors		
Program	**Degree**	**Coordinator/Director**
Biostatistics	MPH & MS	Rochelle Fu, PhD
Environmental Systems & Human Health	MPH	Richard Johnson, PhD
Epidemiology	MPH	Janne Boone-Heinonen, MPH, PhD
Health Management & Policy	MPH	Neal Wallace, PhD
Health Promotion	MPH	Lynne Messer, MPH, PhD
Primary Health Care & Health Disparities	MPH	Deborah Messecar, MPH, PhD
Community Health	PhD	Cara Eckhardt, PhD
Epidemiology	PhD	Carrie Nielson, MPH, PhD
Health Systems & Policy	PhD	Sherril Gelmon, DrPH
Health Studies: Physical Activity & Exercise	MA/MS	Gary Brodowicz, PhD
Health Studies	BA/BS	Belinda Zeidler, MST

893
894 ***1.4.c. Description of the manner in which interdisciplinary coordination, cooperation and collaboration***
895 ***occur and support public health learning, research and service.***

896 One objective of the dean is to foster inter- and intra-institutional collaboration to bring significant
897 expertise and experience to expand and build upon learning, research, and service activities. This is
898 accomplished through the governance structure and includes standing committee meetings of the
899 Faculty Council, All-Faculty Quarterly Meeting, monthly APCC meetings, and monthly Student
900 Leadership Council meetings. Examples of collaboration arising beyond the structural arrangements
901 include the following:

902 **Learning.** The epidemiology programs (MPH & PhD) are located at OHSU. Several PSU faculty who have
903 degrees in epidemiology participate in the monthly epidemiology faculty meetings at OHSU. This group
904 coordinates and oversees student recruitment, field experiences, course scheduling, developing
905 academic programs and curriculum, and assessing student competency. PSU and OHSU faculty use this
906 structure to coordinate core courses, such as *Epidemiology* I, to ensure the content and quality of the
907 learning experience are consistent whether the core course is taken at OHSU or PSU. PSU faculty also
908 co-mentor epidemiology students, including a doctoral student who is funded by OHSU program funds.

909 Sharing faculty expertise happens in PSU's Community Nutrition course with an OHSU epidemiologist
910 guest lecturing on nutritional epidemiology. The plan is for the epidemiology faculty from both
911 campuses to collaborate on the development and delivery of a new Social Epidemiology course when
912 funding permits. Students now co-register at both universities and many take the opportunity to enroll
913 in courses offered by the other university.

914 The HSP PhD program, while housed at PSU, explicitly integrates four primary faculty employed by OHSU
915 with expertise in health systems management and policy with the four primary faculty, employed by
916 PSU, and all participate in advising and mentoring HS&P PhD students.

917

918 **Research.** The result of the one example of coordination and cooperation by the epidemiology faculty
919 fosters relationships that build research collaborations, including published research and development
920 of federal research grant applications.

921 The School received a major grant from the National Institutes of Health to serve as a center for
922 innovation and to help undergraduates, including those from diverse backgrounds, be successful in
923 health research careers. Carlos Crespo, DrPH at PSU, is the Principal Investigator and Tom Becker, MD,
924 PhD at OHSU, is co-investigator. This grant, EXITO, which in Spanish means "success," provides research
925 opportunities for students enrolled in our graduate programs.

926 The grant fell under NIH's BUILD (Building Infrastructure Leading to Diversity) initiative, a set of
927 experimental training awards designed to learn how to attract students from diverse backgrounds into
928 the biomedical research workforce and encourage them to become future contributors to the NIH-
929 funded research enterprise. Funds from this grant are being used to create the BUILD EXITO (Enhance
930 Cross-disciplinary Infrastructure Training at Oregon) program with the long-term objective of aligning
931 institutions and faculty from Oregon, Washington, Alaska, and the U.S. Pacific Islands to support the
932 development of innovative undergraduate research training programs.

933 The School recently increased its emphasis on research collaborations by hosting the first SPH Research
934 Retreat on October 23, 2015. More than 60 faculty attended this retreat (see March SPH Faculty
935 Report). The purpose of the retreat was to introduce faculty research interests to the broader group,
936 discuss how we can best advertise our research strengths to various audiences, and determine critical
937 areas for public health research, moving forward. The following 'clusters' or areas of current expertise
938 that the School could emphasize on websites or other public documents include: Global Health, Rural
939 Health, Urban Health, Biostatistics, Life Course/Developmental Origins of Health and Disease, Social
940 Determinants of Health (health disparities and inequalities), Cancer Prevention, Native Health and the
941 Pacific Northwest, Health Systems Transformation, Community Health Improvement, and Environmental
942 Health.

943 The faculty discussed new areas of public health-related research with potential for grant funding and
944 potential new faculty hires. The SPH faculty will meet at least every year to continue their dialogue. The
945 SPH Research Committee gathered financial and other data to help prioritize the future research
946 directions with the founding dean. A full report based on this Retreat is available in the ERF.

947 With the initial establishment of the OMPH over 20 years ago, a strategic direction was developed and
948 shared among faculty members at the participating institutions. More recently, OHSU and PSU faculty
949 collaborated on occupational health issues, substance abuse disorder prevention, and in research
950 training for undergraduate science students at PSU and at several local colleges and universities with
951 large undergraduate enrollments. The Prevention Research Center at OHSU has employed PSU SPH
952 faculty over a 10-year period to assist with research training for tribal students. One of the challenges of
953 the SPH is to foster additional research collaborations among faculty at both institutions. Our long-
954 standing collaborations in research, teaching, and service are the primary reasons we wanted to
955 establish a new collaborative school.

956 **Service.** These collaborations include cross-institution workgroups such as the Social Determinants of
957 Health Initiative and the Center for Public Health Studies. CPHS translates OHSU's work on the biological
958 understanding of fetal programming of disease into improvements in population health through
959 community-based research conducted at PSU. In addition, Epidemiology MPH student mentored

960 research experiences include PSU research mentors in the areas of social determinants of health and
961 population health aspects of fetal programming. This is an example of the synergy between the faculty
962 at OHSU and PSU that enhances the contributions of the universities.

963

964 ***1.4.d. Assessment of the extent to which this criterion is met and an analysis of the school's strengths,***
965 ***weaknesses and plans relating to this criterion.***

966 This criterion is met.

967 **Strengths**
968 • The School built upon the foundation of individual and collective strengths developed over its 23
969   years in public health.
970 • SPH increased faculty and student engagement in shared governance and activities to facilitate
971   interdisciplinary coordination and collaboration.
972 • The cross-institutional administrative appointments make possible the work in research, educational
973   planning and evaluation, human resources, and financial management.

974

975 **Weaknesses**
976 • Staffing needs will evolve and change with the leadership and priorities of the founding dean.

977

978 **Plans**
979 • SPH will begin a strategic planning process to assess initiatives as needs change and opportunities
980   arise.
981 • SPH will continue to provide ongoing budgeting, resource planning, and management.

982 **1.5 Governance**
983 **The school administration and faculty shall have clearly defined rights and responsibilities concerning**
984 **school governance and academic policies. Students shall, where appropriate, have participatory roles**
985 **in the conduct of school and program evaluation procedures, policy setting, and decision-making.**

986 *1.5.a. A list of school standing and important ad hoc committees, with a statement of charge,*
987 *composition and current membership for each.*

988 The SPH administration and faculty have clearly defined rights and responsibilities concerning
989 governance and academic policies. Table 1.5.a.1 lists the school-wide standing committees and external
990 committees. The Dean and faculty set the charge of these committees delineated in the SPH Bylaws. The
991 charges, the current membership lists, and minutes of each standing committee are located in the ERF.
992 The Dean appoints faculty to the standing and ad hoc committees with staggered terms. Students are
993 becoming more active in committees, and staff participates in key committee activities when functions
994 and content are appropriate. Currently, the only ad hoc committee is the Values Workgroup, composed
995 of faculty, staff, and students from both universities developed the core values statements for SPH
996 review and acceptance (see draft, Section 1.1).

997 The proposed committee and governance structure for the School identifies the faculty shared
998 governing and advisory bodies. The reporting lines indicate the appropriate Associate Dean responsible
999 for each committee ensuring integration of functions to support the development of the School. The
1000 SPH Bylaws under development provide for student representation on these committees. If approved by
1001 the APCC, the proposal or decision advances to the Dean of the SPH. The Dean has the authority to
1002 determine if the proposal or decision is ready for implementation or requires a higher level of review (see
1003 Figure 1.5.a Process for Reviewing and Approving Curricular Changes at the School-level). If a proposal
1004 requires a higher-level review, such as substantive changes to an existing program or proposal for a new
1005 academic program, the proposal proceeds to the appropriate Institution-level review at OHSU and/or PSU.

1006 The institutional websites provide the background information and forms necessary to propose a change
1007 in the curriculum:

1008 http://www.ohsu.edu/xd/education/student-services/academic-programs-and-assessment/academic-
1009 programs/index.cfm

1010 http://www.pdx.edu/academic-affairs/curricular-change-instructions

1011 http://www.pdx.edu/academic-affairs/sites/www.pdx.edu.academic-
1012 affairs/files/oaa_NewProgramProcess%202-1.pdf

1013 **Table 1.5** provides a snapshot of the review processes at OHSU and PSU when APCC forwards a proposal
1014 for curricular change to the next higher level of review. Of note are the similarities in the rigor of the
1015 curricular review processes at institutions, the state of Oregon (Higher Education Coordinating
1016 Commission), and regional accreditor (Northwest Commission on Colleges and Universities). Both
1017 universities also require that proposals for new graduate programs undergo a quality review by an
1018 external faculty group usually consisting of at least three faculty. PSU has two extra review steps in the
1019 review process due to the greater variety of programs at the undergraduate and graduate levels, and
1020 the requirement for approval by HECC. OHSU, as a public corporation, is not required to seek approval
1021 from the HECC. Examples of APCC review process are available in the ERF.

1022
1023

1024 **Developing Budgets and Fiscal Requirements**
1025 The Provosts of each University developed the basic financial parameters guiding the transition to the
1026 proposed OHSU-PSU SPH. The collaborative structure reflects (1) the requirements of the Council on
1027 Education for Public Health for a collaborative SPH; (2) the reporting structure where the Dean is
1028 responsible to both OHSU and PSU Provosts; and (3) financial principles agreed to by the Provosts, Vice
1029 Presidents for Finance, and Vice Presidents for Research at OHSU and PSU.
1030

1031 **CEPH Requirements.** OHSU accepted the obligation to serve as the lead institution. OHSU assumes the
1032 financial responsibility to maintain the School if PSU no longer participates. Both universities will confer
1033 joint graduate public health degrees, and diplomas will include both University logos. Academic
1034 programs operate under an MOU with joint administration and program management.

1035 **Reporting Structure.** The Dean of the proposed SPH reports to the Provosts at both Universities.

1036 **Financial Principles.** Both universities support the joint operations for the School's administration
1037 equally. Currently, this includes $400,000 annually from each institution (in addition to the $151,000
1038 each for the joint administration of the MPH program). The budget model of the employer university
1039 manages the respective programs, staff, and faculty. The School's research operations for all SPH
1040 primary faculty members are organized centrally using the infrastructure of OHSU (e.g., Institutional
1041 Review Board, Intellectual Property). Each institution receives credit for its faculty efforts (principal
1042 investigator, co-investigator, and faculty) in submitting grants and grant awards without double counting.
1043 The indirect cost recoveries of faculty grants flow to the employer university, either OHSU or PSU. See
1044 Section 1.6 for additional information.

1045 ***1.5.b. Description of the school's governance and committee structure's roles and responsibilities***
1046 ***relating to the following: – general school policy development – planning and evaluation – budget and***
1047 ***resource allocation – student recruitment, admission and award of degrees – faculty recruitment,***
1048 ***retention, promotion and tenure – academic standards and policies, including curriculum development***
1049 ***– research and service expectations and policies***

1050 Table 1.5.b Overview of Primary School-level Functions and Responsible Entities identifies the roles and
1051 responsibilities related to policy development, budget and resource allocation, student recruitment,
1052 faculty recruitment, promotion and tenure, curriculum development, research, and service.

1053

1054

Table 1.5.b Overview of Primary School-level Functions and Responsible Entities		
Charge	**School-level Committees**	**Review and Approval**
General school policy development	Academic Policy & Curriculum Committee (APCC)	SPH Dean Faculty Senates Provosts
Planning & evaluation	APCC Assessment Subcommittee Student Leadership Council SPH Research Committee	SPH Dean OHSU PSU VPs Research
Budget & resource allocation	SPH Fiscal/Budget Administrator	SPH Dean Provosts
Student recruitment, admission & award of degrees	Admissions Committees Diversity Committee APCC	Program Directors Associate Dean Academic Affairs Associate Dean for UG Studies Dean
Faculty recruitment, retention, promotion & tenure	Ad hoc faculty committees Promotion Committee Diversity Competence Committee	SPH Dean Provost of employer institution
Academic standards & policies including curricular development	Academic Policy & Curriculum Committee	SPH Dean, Provosts, Faculty Senates, Governance Boards

1055

1056   ***1.5.c. A copy of the school's bylaws or other policy documents that determine the rights and***
1057   ***obligations of administrators, faculty, and students in governance of the school.***

1058

1059   In fall 2104, the Dean appointed a Bylaws Committee to develop a set of bylaws for the evolving school.
1060   Faculty policies and procedures of the joint (collaborative) OHSU-PSU SPH include (1) the SPH Bylaws
1061   and (2) employer home institutional policies active at the two institutions. Following the adoption of the
1062   final draft of School Bylaws in 2016-17, the School will publish a comprehensive faculty handbook that
1063   draws from the harmonized elements of both University Faculty rules and regulations, and provides
1064   more exact details for the School faculty.

1065   A joint faculty committee from OHSU and PSU drafted the Bylaws for the SPH during the academic year
1066   2014-2015. All faculty members, regardless of appointment type, had the opportunity to review the
1067   draft, and the Committee vetted faculty feedback and recommendations for the iterative process. At
1068   PSU, the AAUP (Faculty Union) requested bargaining to assure their members' processes and
1069   expectations are addressed. The PSU faculty affected by the transition into the SPH ratified a Memo of
1070   Understanding (MOU) in October 2015. The public health faculty will vote on acceptance of the Bylaws
1071   in fall 2016. The current [Bylaws] document that is under revision by the Committee is provided in the
1072   ERF.

1073   In the draft School Bylaws, current and future faculty members of the School retain their appointments
1074   within their employer (fiscally responsible) home University. Their initial appointments do not change at
1075   the University level, but come under a different administrative unit (the joint School). All new faculty will
1076   be hired within one or the other University. All SPH faculty, regardless of home institution, will be
1077   responsible to the Dean, beginning on July 1, 2016. The only exemption to the "one employer" rule is
1078   that administrators and staff who have cross-institutional responsibilities are fully employed at one
1079   institution, and granted official 0.0 FTE positions within the other institutions' HR system to produce

1080   maximum access and utility of aspects of student management, education data such as evaluations, and
1081   research and fiscal administration.

1082   *1.5.d. Identification of school faculty who hold membership on university committees, through which*
1083   *faculty contribute to the activities of the university.*
1084
1085   Of the primary faculty members, 38% (29 out of 76) hold membership on university-level committees
1086   (see Table 1.5.d SPH Membership on University-wide Committees).
1087
1088   *1.5.e. Description of student roles in governance, including any formal student organizations.*

1089   Students are strongly encouraged to engage in the SPH community through assuming active roles in
1090   governance, evaluation, and participation on SPH standing committees. The *OHSU-PSU Public Health*
1091   *Student Representative Handbook (*Handbook*)* describes the form of governance followed within the
1092   SPH as *shared governance*, which encourages participation of faculty, students, and staff as part of the
1093   decision-making processes. The *Handbook* also explains and provides detailed descriptions of student
1094   roles in governance, evaluation, and student led groups.

1095   **Student Leadership Council (SLC).** The Handbook and the SPH Bylaws provide descriptions of the
1096   Student Leadership Council, including its charge, membership, and responsibilities. During 2015-16, the
1097   SLC is developed operational guidelines for its membership and functions. SLC expanded their
1098   membership to include both PhD and undergraduate students, and refined procedures for appointing
1099   students representatives on SPH standing and ad hoc committees. The SLC membership consists of two
1100   representatives from each MPH track, one representative from each dual MPH program, one from each
1101   PhD program, and two representatives from each undergraduate area of concentration. Each spring, the
1102   SLC selects one member as Council Chair for the following academic year. There are student
1103   representatives on the Academic Policy & Curriculum Committee, the Diversity Committee, and the
1104   Values Work Group in 2015-16.
1105
1106   The functions of the SLC are to:
1107   • Communicate the unique needs and interests of students
1108   • Provide recommendations and input to the degree programs, Dean, and the Academic Policy
1109   & Curriculum Committee via the Associate Dean for Academic Affairs and via Student
1110   Representative(s) to the Curriculum Committee and other Standing Committees as indicated
1111   in the SPH Bylaws.
1112   • Invite students to participate in New Student Orientation, Annual Student Poster Showcase,
1113   Annual Student Service Project, student surveys, faculty searches, and other SPH and student
1114   events and activities
1115   • Coordinate and attend program events, facilitate student participation in evaluation, surveys,
1116   and forums, and act as a resource to fellow students
1117   • Student representatives and other students will be invited to serve in a voluntary capacity on
1118   standing and ad hoc committees and task forces, unless faculty, staff, or student
1119   confidentiality would be compromised

1120   **Student-led groups.** Students interested in forming a topic group, club, or organization consider
1121   institutional-level expectations of both OHSU and PSU. Formal student-led groups provide the Dean's
1122   Office a written description of the group's role and overall plan—mission/purpose, definition of
1123   membership, structure, and general activities. The Handbook recommends involving a faculty adviser

1124   who can be consulted on guidelines and expectations, and who can make suggestions regarding
1125   networking and resources related to the group's work. As appropriate, student groups review their
1126   plans with the Associate Dean for Academic Affairs or the Associate Dean for Practice. Communication
1127   between student groups and SLC members is encouraged.

1128   Current student-led groups providing leadership opportunities include:
1129   • <u>PSU & PHSU Institute for Healthcare Improvement Open School Chapter</u> is open to SPH
1130   students
1131   • <u>Public Administration Student Association</u> is open to MPH students majoring in Health
1132   Management & Policy and Health Promotion
1133   • <u>Upsilon Phi Delta</u>, a national honor society, is open to MPH students majoring in Health
1134   Management & Policy and PhD students majoring in Health Systems & Policy. Graduate
1135   members must have a cumulative GPA of 3.5 based on at least 18 hours of graduate work at
1136   the OHSU/PSU SPH
1137   • <u>SOM Graduate Student Organization</u> is open to MPH students enrolled in the dual degree
1138   program in medicine (MD/MPH)
1139

1140   The Student Leadership Council met once a month during the three most recent academic years.
1141   **Meeting dates in 2013-14:** September 16, October 8, December 4, January 9, February 13, March
1142   6, and May 8
1143   **Meeting dates in 2014-15:** December 2, January 12, February 2, March 19, and April 15
1144   **Meeting dates in 2015-16:** November 13, December 1, January 20, February 3, March 2, April 12,
1145   and May 26
1146

1147   The students also take responsibility for the once-a-month Public Health Seminar Series, nicknamed
1148   "Friday Seminars." Students work with faculty to identify the topics and presenters. Although mainly
1149   attended by current students, the seminars are open to the School's faculty and public health
1150   professionals. The topics and presenters for the last three years are in the Electronic Resource File (see
1151   Table 3.1.e.1).
1152

1153   The SLC also completed the Student Financial Survey Report in May 2016. They sent a survey to all SPH
1154   students during the first two weeks in April. This survey asked students to share information about their
1155   financial situation. Of the more than 1,400 student, 140 responded, for a response rate of 10%.
1156   https://infograph.venngage.com/p/109401/sph-student-financial-report-2016 The findings include
1157   30% of respondents say they receive public assistance through the Oregon Health Plan (Medicaid)
1158   and/or SNAP. Four out of five respondents say they have borrowed $30,000 to support their public
1159   health education.
1160

1161   ***1.5.f. Assessment of the extent to which this criterion is met and an analysis of the school's strengths,***
1162   ***weaknesses and plans relating to this criterion.***

1163   This criterion is met.

1164   **Strengths**
1165   • The School administration, faculty, and students redesigned the shared governance structure.
1166   • A faculty committee with equal representation from both universities drafted and vetted School
1167   Bylaws in 2015-16.
1168   • The Student Leadership Council formalized a process for the engagement of students in the
1169   School's committees and workgroups.

1170 • The Student Leadership Council is active in sponsoring many educational and social events, most
1171   notably the Public Health Seminar Series, which brings together students, faculty, and
1172   community.
1173 **Weaknesses**
1174 • The delays in creating Faculty Council were due to approval process required by the PSU Faculty
1175   Senate for the proposed changes. The Office of the Dean held quarterly All-faculty Meeting
1176   during the interim.
1177 **Plans**
1178 • SPH faculty will ratify Bylaws in AY 2016-17.
1179 • SPH Faculty Council will hold its inaugural meeting in January 2017.

1180 ## 1.6 Fiscal Resources

1181 **The schools shall have financial resources adequate to fulfill its stated mission and goals, and its**
1182 **instructional, research, and service objectives.**

1183 *1.6.a. Description of the budgetary and allocation process, including all sources of funding supportive*
1184 *of the instruction, research and service activities. This description should include, as appropriate,*
1185 *discussion about legislative appropriations, formula for funds distribution, tuition generation and*
1186 *retention, gifts, grants and contracts, indirect cost recovery, taxies or levies imposed by the university*
1187 *or other entity within the university, and other policies that impact the fiscal resources available to the*
1188 *school.*

1189 The OHSU-PSU School of Public Health budgets and allocates resources across the school to attain its
1190 mission, goals, and objectives. The financial climate of the institutions influences the SPH budgeting and
1191 allocation processes.

1192 The budgetary and allocation process for the SPH is the responsibility of the dean. The FY 2016 budget
1193 was in excess of $20 million. The SPH budgetary process starts in the fall on a preliminary basis and
1194 continues through the spring of each fiscal year. This timeline aligns with primary funding sources, in this
1195 case OHSU and PSU.

1196 The dean is responsible for the SPH annual budget that includes all funding sources as it relates to
1197 instruction, research, and other service activities. These fund sources include tuition and fees, state
1198 appropriations, university funds, grants/contracts (restricted), the associated indirect cost recovery, and
1199 other gifts within two foundations both available to the SPH from philanthropic endeavors. The SPH
1200 budgets funds and associated expenses dependent on where the expense resides.

1201 The SPH receives an annual university contribution of $800,000, shared equally by OHSU and PSU in
1202 support of the creation of the joint school; specifically for the Office of the Dean and the new
1203 responsibilities and initiatives. Additional university funds contributed to the SPH stem from the
1204 strategic priorities of the School as they align with the strategic priorities of the Universities.

1205 **SPH Budgeting Process**

1206 The School budget process incorporates the instructions and deadlines from both universities. These
1207 operating and capital budgets are prepared each spring. Portions of the SPH funds and associated
1208 expenses are allocated and housed within both universities systems.

1209 - PSU Division of Finance & Administration and the Office of Academic Affairs
1210   The PSU Vice President for Finance & Administration submits the proposed consolidated
1211   operating budget for the coming fiscal year for approval by the PSU Board of Trustees at its
1212   annual meeting in June and updates the actual operating results against budget at regularly
1213   scheduled board meetings.
1214 - OHSU Central Financial Services Budget and Office of Financial Planning
1215   The OHSU Chief Financial Officer submits the proposed consolidated operating budget for the
1216   coming fiscal year for approval at the OHSU Board of Directors annual meeting in June and
1217   report updates on the actual operating results against budget at regularly scheduled board
1218   meetings.

1219 The SPH must follow the budgeting policies set by both universities when setting its fiscal assumptions in
1220 additional to short-term, long-term financial goals and other strategic investments. Key similarities in
1221 the two university budgeting processes influence the fiscal resources of the SPH.

Table 1.6.a Description of Sources of Funds	
Type	**Description**
Legislative appropriations	State appropriations reserved for undergraduate programs
Formula for funds distribution	SPH funds are distributed based on three factors 1. Restrictions and limitations of the funds (e.g. extramural grants and contracts; foundations funds) 2. Mission and goals of the SPH 3. Where the associated expenses reside
Tuition generation and retention	Tuition generation and retention based on actual credit hours, revenue targets and expense budget (PSU and OHSU)
Gifts, grants and contracts	List in table 1.6.1.ii.
Indirect cost recovery rates by type of grant activity	OHSU- On-campus 54% PSU- On-campus 48.5% OHSU- Other sponsored projects: 32% PSU- Other sponsored projects: 33.5% Off-campus (OHSU and PSU): 26%
Taxes or levies imposed by the university or other entity within the university	Costs for central services (non-revenue drivers) for the SPH are imposed by each university depending on what portion of each university resources (as budgeted in each university's system) is used. Both universities have a distribution of overhead. • OHSU overhead cost allocation (OCA) varies based on specific variables and criteria such as space, personnel FTE, and the expense portfolio. • PSU's composite rate is approximately 41% (variable by components).
Other policies that influence the fiscal resources available to the school.	University-level budget policies, University-level revenue retention policies, university wide short-term and long-term financial goals. OHSU requires a 2.5% margin on all unrestricted funds held at OHSU. This excludes restricted funds and foundation funds. PSU budgeting/allocation revenue targets are budgeted; resources may be allocated and/or withheld dependent on performance.

1222

1223 **Tuition and State Appropriations.** The SPH is required to provide anticipated tuition targets based on
1224 projected enrollment. Currently the SPH enrolls students at both OHSU and PSU. The School distributes
1225 tuition revenue based on the policy of the receiving university.

1226 • PSU receives about 12% of the SPH budget from state appropriations and redistributes based
1227 on enrollment projections and discipline-based costs. The budgeting process set expectations
1228 or targets for enrollment, revenue, and associated expenditure budgets.
1229 • OHSU distributes tuition back fully to the school where the programs reside. Similarly, the
1230 tuition is budgeted based on the revenue target and academic expenditures needs of the
1231 programs and the school.

1232 **SPH Resource Allocation Process.** At the discretion of the Dean, and within the limits of fiscal policies
1233 and procedures at both OHSU and PSU, the School allocates resources to fulfill the mission, goals, and

1234   objectives of the School. This includes supporting strong, student-focused academic programs and
1235   services, a robust research enterprise, and adequate funding for the faculty and staff to realize their
1236   obligations.

1237   **SPH Development**. Philanthropic development is a priority of the SPH. OHSU and PSU Presidents asked
1238   their respective Foundations in summer 2015 to begin working together on the SPH development
1239   portfolio. The PSU Foundation Board and upper administration of PSU requested the School develop a
1240   proposal for its planned "Capital Campaign" beginning in FY 2017. A small group developed an
1241   overarching conceptual framework for a *Center for Translational Public Health* that aims to move
1242   research into action. The proposal received approval as one of the first tier priority areas, and has the
1243   support of the PSU President, Provosts, and Dean.

1244   **Foundation Funds.** The School of Public Health has modest current funds from philanthropic gifts and
1245   development. SPH funds reside at both the OHSU Foundation and the PSU Foundation. The anticipated
1246   revenue and expenditures of the SPH Foundation funds are also budgeted on an annual basis.

1247   The foundations receive assets (cash and non-cash) in the form of donations and other revenues. The
1248   foundations have fiduciary responsibility to ensure that these funds are compatible with the missions of
1249   the associated university, expended as intended by the donors, and aligned with the foundation's
1250   policies and procedures.

1251   Donations to the OHSU Foundation may be unrestricted for use as OHSU deems most necessary;
1252   restricted for the use of a particular department, program, or OHSU mission; or restricted to a specific
1253   purpose as designated by the donor. Unrestricted or mission-based donations allow OHSU the most
1254   flexibility to use the assets in the areas of greatest need to achieve its mission and goals.

1255   Every fund must have one (and only one) Primary Responsible Party (PRP). The PRP is a fundamental
1256   controlling element of every foundation account. The dean is the PRP for the SPH foundation accounts
1257   housed at OHSU. Table 1.6.1.ii lists the School's current foundation funds.

1258   **SPH Grants and Contracts Budget, and Allocation**

1259   The SPH enjoys a robust grant enterprise including a varied research portfolio along with the substantial
1260   research administrative infrastructure of both universities. PSU's funded research and scholarship
1261   portfolio reflects its urban setting in Portland. OHSU is one of the leaders in the western U.S. in receipt
1262   of federal and foundation grants to conduct biomedical research.

1263   The SPH adheres to both universities guidelines for grants management. SPH works closely with OHSU
1264   Office of Proposal and Award Management and PSU Departmental Research Administrators and Central
1265   Sponsored Project Administration to ensure that that all costs charged to sponsored awards adhere to
1266   established cost principles, all government and sponsor specific regulations, and University policies.

1267   OHSU and PSU employ numerous specialists to help manage the school's grant funds in the many
1268   diverse activities associated with grants management and funds flow. Much of the information below
1269   derives from documents approved by OPAM, the office that manages pre- and post-awards at OHSU.
1270   PSU's Sponsored Awards Charging Policy describes the principles followed when including costs in
1271   proposal budgets and charging costs to sponsored awards.

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Table 1.6.1.ii. OHSU-PSU SPH Development Foundation Accounts

Fund Description	Start Date	Purpose	Spendable	Endowed
Public Health & Preventive Medicine (SPH) Support	7/1990	Support activities relating to the affiliation of the Center for Health Research and OHSU.	13,373	0
Oregon Health Policy Institute	2/1999	Support programs at OHPI, a collaborative research institute involving PSU and OHSU	4,540	0
Katie Riley Public Health Travel Scholarship	2/2012	Support MPH travel. Preference given to students committed to serving under-represented or underserved communities and advancing OR public health.	323	0
SPH	11/2014	Support the development of the SPH.	5,000	0
Astoria Women's Heart Health Initiative	9/2012	Support the Astoria (OR) Women's Heart Health Initiative by developing community resources, relations and infrastructure to improve women's heart health.	1,062	0
Greenlick Research Grant Endowment Income	12/1999	To provide grants for MPH.	7,572	0
Osterud Scholarship	1/1991	Tuition scholarships for MD/MPH students.	38,521	0
Hearing Health Promotions Special Projects	2/2013	Support special projects in hearing health promotions & Dangerous Decibels program.	33,952	0
Mitch Greenlick Public Health Scholarship Endowment	5/2008	Support scholarships: preference given to students committed to serving under-represented minority communities or who show potential to contribute to public health science.	0	163,665
SPH Innovation Fund	2/2016	Provide PSU faculty and students with support.	1,000	0
		Total	**$71,823**	**$163,665**

1275

1276 **F & A Revenue (Indirect cost recovery or IDC) and Return Policy**

1277 The federal government negotiates indirect costs with the specific university. These established rates
1278 vary by classifications of direct cost activities (for example on-campus and off-campus; See Table 1.6.a).
1279 The federally negotiated IDC rate differs between OHSU and PSU. As noted, the OHSU IDC on-campus
1280 rate is 54%. PSU the on-campus IDC rate is 48.5%. The off-campus rate for both institutions is 26%. Both
1281 institutions also have similar IDC rates for other sponsored projects (OHSU 32%, PSU 33.5%). For
1282 foundation grants, IDC proportions vary substantially and many foundations do not allow IDC's at all. For
1283 training grants, such as K-Awards, the funding agency sets the IDC, which is not negotiable.

1284 Indirect cost (IDC) recovery is another vital revenue source to the SPH to fulfill its mission. The financial
1285 policy of the institution where the funds reside (in this case negotiated extramural grants and contracts)
1286 affects the IDC recovery. OHSU distributes 100% of the IDC back to the SPH. OHSU also distributes the
1287 research-specific overhead cost allocation back to the SPH as an off-set. At PSU, a formula for Finance &
1288 Administration distribution includes funding for central research administration, college research
1289 support, general university administration, the PI Incentive program, and research lab renovations.
1290 Figure 1.6.iv lists the percentages associated with IDC.

1291 ***1.6.b. A clearly formulated school budget statement, showing sources of all available funds and***
1292 ***expenditures by major categories, since the last accreditation site visit.***

1293

Table 1.6.b.1 OHSU-PSU SPH Financial Statement			
	FY2014	**FY2015**	**FY2016 (estimate)**
Where the resources come from…			
Net Tuition and Fees			
Tuition and Fees	6,966,149	6,921,700	6,099,121
Financial Aid	-	-	-
Total Sponsored Revenues			
Grants & Contracts	6,176,716	7,609,836	7,446,343
Indirect Cost Recovery	693,998	1,128,133	1,391,284
Other			
State Appropriation	2,257,110	2,324,823	2,341,320
University Funds	1,171,951	2,202,351	2,910,202
Endowment Payout	-	-	-
Expendable Gifts	56,207	58,553	38,254
Sales & Services	10,250	3,804	348,418
Total Source of Funds	**17,332,381**	**20,249,200**	**20,574,942**
Where the resource go…			
Faculty Salaries & Benefits	4,015,664	4,597,816	5,011,820
Staff Salaries & Benefits	1,148,206	1,329,429	2,061,206
Student Support	28,168	138,502	321,999
Operations, maintenance, and other	295,677	454,881	440,184
Travel	13,814	70,836	74,643
University Tax	4,947,092	5,045,079	5,378,736
Grants & Contracts	6,153,897	7,205,723	6,089,566
Total Uses of Funds	**16,602,518**	**18,842,267**	**20,643,404**

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1302 ***1.6.c. If the school is a collaborative one sponsored by two or more universities, the budget statement***
1303 ***must make clear the financial contributions of each sponsoring university to the overall school budget.***
1304 ***This should be accompanied by a description of how tuition and other income is shared, including***
1305 ***indirect cost returns for research generated by SPH faculty who may have their primary appointment***
1306 ***elsewhere.***
1307

Table 1.6.c.1 Financial Contributions by OHSU and PSU						
	FY 2014		**FY 2015**		**FY 2016** (*estimate*)	
	OHSU	**PSU**	**OHSU**	**PSU**	**OHSU**	**PSU**
Net Tuition and Fees						
Tuition and Fees	1,449,444	5,516,705	1,077,635	5,844,065	1,284,841	4,814,280
Financial Aid	-	-	-	-	-	-
Total Sponsored Revenues						
Grants & Contracts	5,132,692	1,044,024	6,269,572	1,340,264	6,181,093	1,265,250
Indirect Cost Recovery	626,134	67,864	1,063,691	64,442	1,324,909	66,375
Other						
State Appropriation	9,021	2,248,089	51,697	2,273,126	-	2,341,320
University Funds	1,171,951	-	1,802,351	400,000	2,510,202	400,000
Endowment Payout	-	-	-	-	-	-
Expendable Gifts	56,207	-	58,553	-	38,254	-
Sales & Services	10,250	-	3,804	-	348,418	-
Total Source of Funds	**8,455,699**	**8,876,682**	**10,327,303**	**9,921,897**	**11,687,717**	**8,887,225**
Faculty Salaries & Benefits	1,391,815	2,623,849	1,892,817	2,704,999	2,223,161	2,788,659
Staff Salaries & Benefits	457,473	690,733	617,334	712,095	1,327,087	734,119
Student Support	28,168	-	138,502	-	321,999	-
Operations, maintenance, other	220,282	75,395	377,154	77,727	360,053	80,131
Travel	13,814	-	70,836	-	74,643	-
University Tax	1,101,137	3,845,955	1,080,177	3,964,902	1,291,208	4,087,528
Grants & Contracts	5,063,032	1,090,865	5,865,459	1,340,264	6,089,566	1,265,250
Total Uses of Funds	**8,275,721**	**8,326,797**	**10,042,279**	**8,799,988**	**11,687,717**	**8,955,687**

1308
1309 Financial contributions of each sponsoring university align with where the associated expense resides.
1310 Tuition, sponsored revenues (extramural funds and indirect cost returns), and other sources all flow
1311 down to the SPH and are allocated to where the activity takes place. The financial policies and priorities
1312 at each university is a limiting factor for the sharing of tuition and other income. Tuition and fees are
1313 budgeted and received by the School from both universities based on program administration. State
1314 Appropriations support only the undergraduate program.

1315 IDC return allocation stems from where the research is done. Typically, the proportion of the research
1316 (direct costs) completed by faculty who have primary appointments in the SPH and corresponding IDC
1317 are returned to the School reflective of each university's IDC return policy. Mechanisms are in place at
1318 each university that the School utilizes to optimize IDC return.

1319 **Taxes and Levies**

1320 The SPH has access to resources and systems housed at both OHSU and PSU. These non-revenue driving,
1321 central services are supported by overhead costs charged to the administration unit.

1322 • **OHSU's Overhead Cost Allocation** (OCA) methodology allocates the direct and indirect
1323 expenses necessary for OHSU's missions to function. The method applied to each cost category
1324 relates to the School's expense related to the employee full-time equivalent (FTE), expense
1325 base, or square footage expenses. OCA costs common to all units include insurance, interest
1326 expense on debt, and administrative services (i.e. human resources, information technology,
1327 legal services, facilities and logistics, risk management, and finance).
1328 • **OCA and Research Expense**. The Research Expense cost category includes costs related to
1329 Research services (including Office of Proposal & Award Management, Research Integrity;
1330 Technology and Research Collaborations; Comparative Medicine; the Clinical Research
1331 Program; Tech Transfer and Business Development); and purchased services related to
1332 research support and other related expenses.

1333 Research Expense costs are allocated based on the School's direct sponsored project expenses; recovery
1334 for indirect costs is excluded in the basis of the allocation. The basis of allocation fluctuates monthly as
1335 related sponsored project expenditures change. The OHSU and PSU financial systems collect data on a
1336 monthly basis.

1337

1338 ***1.6.d. Identification of measurable objectives by which the school assesses the adequacy of its fiscal***
1339 ***resources, along with data regarding the school's performance against those measures for each of the***
1340 ***last three years. See CEPH Outcome Measures Template***

1341

Table 1.6.d Adequacy of the School's Fiscal Resources				
Indicators	**Target**	**FY 2014**	**FY 2015**	**FY 2016**
At least 30% of the total expenditures will be derived from grants and contracts	30%	37%	38%	*Pending*
		$6,153,897	$7,205,723	*Partial Year*
Annual MPH resident tuition & fees is within ±10% of median for SPH institutional peer group	10%			
SPH (annual MPH resident tuition & fees)		$14,973.54	$14,717.88	$15,027.09
Median Tuition peer institution group		new	new	$13,172.38
% difference		-	-	*+ 14%*
Total awards from grants & contracts will increase ≥5% per year	≥+5%	$11,752,284	$12, 315,136 5%	*Pending 10/2016*
All-rank average faculty salaries are within 85% of the median all ranks average faculty salaries for the peer institution group		AD		

1342
1343

1344 ***1.6.e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths,***
1345 ***weaknesses and plans relating to this criterion.***

1346 This criterion is met.

1347 **Strengths**
1348 • The School benefits from various funding streams to support its mission and goals and its
1349 teaching, research, and service objectives.
1350 • An equity model is the foundation for the collaborative school; both presidents dedicated an
1351 equal amount of resources toward the development of the SPH Office of the Dean.
1352 • The equity model, when applied to setting tuition, resulted in "one price" for MPH students;
1353 this facilitates student flexibility in selecting required and elective courses at both universities.
1354
1355 **Weaknesses**
1356 • Future trends in federal research investment are uncertain which influences financial support
1357 for PhD students on federally funded training grants or faculty research projects.
1358 • Scholarships for graduate students are limited, posing barriers to recruiting and supporting
1359 underrepresented populations.
1360 • The School is limited in the transfer of revenue between universities.
1361
1362 **Plans**
1363 • Optimize educational resources to better align with growing needs of the School.
1364 • The School is implementing Oracle Database Consolidation to consolidate financial data
1365 services into a shared environment to achieve cost savings, more consistent and seamless
1366 short- and long-term analysis, and decision-making.
1367 • The School will pursue cross-university development opportunities to provide necessary
1368 flexible resources to embark on new or expanding initiatives and meet the greatest priorities
1369 including scholarship support, new research initiatives, and special projects
1370

1371 **1.7 Faculty and Other Resources**

1372 **The school shall have personnel and other resources adequate to fulfill its stated mission and**

1373 **goals, and its instructional, research, and service objectives.**

1374 *1.7.a. A concise statement or chart defining the number (headcount) of primary faculty in each*

1375 *of the five core public health knowledge areas employed by the school for each of the last three*

1376 *years.*

1377 To provide the degree program and meet its research and service missions, the 76 primary faculty in the

1378 School includes 16 professors, 19 associate professors, 25 assistant professors, and 16

1379 instructors/lecturers/research associates. Of these, 34% hold tenure or are in tenure-track positions, the

1380 majority of whom are PSU employees.

1381 The collaborative School appoints primary faculty in the five public health core knowledge areas

1382 listed in Table 1.7.a.1. The difference in programs and faculty assigned to core knowledge areas

1383 from 2013-14 to 2015-16 years reflects the transitioning from the Oregon MPH Program to the

1384 OHSU-PSU School of Public Health to meet CEPH's criteria for a school of public health. The SC

1385 approved these changes to meet CEPH's criteria in the five core public health knowledge areas:

1386 separated the Epidemiology & Biostatistics MPH into two MPH tracks, (2) created an MPH track in

1387 Environmental Systems & Human Health, (3) created three PhD programs, and (4) developed

1388 academic teaching units in health services research and health behavior. CEPH approved moving

1389 the baccalaureate program in health studies under the Oregon MPH Program. The primary and

1390 secondary faculty headcounts in AY 2015-16 reflect these changes proposed in the SPH Action

1391 Plan in 2013.

1392

Table 1.7.a.1 Primary Faculty Headcount by Public Health Core Knowledge Areas				
Public Health Core Knowledge Area	**SPH Programs**	**2013-14**	**2014-15**	**2015-16[1]**
Epidemiology & Biostatistics	**EPI/BIO**	14	21	NA
Biostatistics	**BIO**	NA	NA	11
Epidemiology	**EPI**	NA	NA	8
Environmental Health Sciences	**ESHH**	NA	8	6
Social & Behavioral Sciences	**CH, HP, HB**	11	25	38[2]
Health Services Administration	**HMP, HSP, HSR**	4	4	10
Primary Health Care & Health Disparities	**PHCHD**	4	1	3
Total		**33**	**59**	**76**
NOTES: FTE=head count by % faculty time Primary faculty include professors, associate professors, assistant professors, and instructors with 1.0 FTE appointments in the SPH. HC=head count. [1]Undergraduate faculty added to Social & Behavioral Sciences in 2015-16. [2]Primary faculty headcount assigned to graduate is 22 and 25 to undergraduate.				

1393

1394   In addition to the primary faculty, Table 1.7.a.2 lists the other faculty members who have the same
1395   qualifications of primary faculty but hold adjunct appointments, faculty appointed to units outside the
1396   School, or joint appointments.

1397

Table 1.7.a.2 Headcount of Other Faculty				
Public Health Core Knowledge Area	**SPH Programs**	**2013-14**	**2014-15**	**2015-16**
Epidemiology & Biostatistics	**EPI/BIO**	5	3	NA
Biostatistics	**BIO**	NA	NA	2
Epidemiology	**EPI**	NA	NA	3
Environmental Health Sciences	**ESHH**	NA	1	1
Social & Behavioral Sciences	**CH, HP, HB**	4	11	16
Health Services Administration	**HMP, HSP, HSR**	11	6	8
Primary Health Care & Health Disparities	**PHCHD**	1	4	5
Total		**21**	**26**	**35**
NOTE: Secondary faculty include adjunct faculty with a primary appointment outside either university, faculty who are not full-time employees at either OHSU or PSU, and affiliated faculty who volunteer to contribute to mission fulfillment.				

1398
1399   ***1.7.b. A table delineating the number of faculty, students and SFRs, organized by department or***
1400   ***specialty area, or other organizational unit as appropriate to the school, for each of the last three***
1401   ***years (calendar years or academic years) prior to the site visit.***

1402   Tables 1.7.b.1, 1.7.b.2, and 1.7.b.3 report the number of faculty organized by program area for each of
1403   the last three academic years. As noted elsewhere, the transition from the OMPH program to include
1404   the large undergraduate program in health studies under the OMPH umbrella, the addition of new PhD
1405   programs, and the additional faculty added to meet CEPHs requirements for the lead university is
1406   evident in the presentation of the faculty and student numbers and the calculation of Student-Faculty
1407   Ratios.

1408

Table 1.7.b.1 Summary Student Faculty Ratios			
Student-faculty Ratio by	**2013-14**	**2014-15**	**2015-16**
Primary HC Graduate Faculty	**6.9**	**2.5**	**6.2**
Total FTE Graduate Faculty	**3.7**	**2.1**	**3.4**
Primary HC Undergraduate Faculty			**56.0**
Total FTE Undergraduate Faculty			**50.1**
Note: Excludes enrollment in tracks offered by Oregon State University in 2013-14 and 2014-15			

1409

Table 1.7.b.2 (CEPH 1.7.2) Faculty, Students and Student/Faculty Ratios by Program Area, AY 2013-14

Core Knowledge Area	HC Primary Faculty[1]	FTE Primary Faculty	HC Other Faculty [2]	FTE Other Faculty	HC Total Faculty	FTE Total Faculty	HC Students	FTE Students	SFR by Primary Faculty HC	SFR by Total Faculty FTE
Social & Behavioral Sciences	11	11	11	2.8	22	13.8	62	44.1	5.6	3.2
Epidemiology & Biostatistics	14	14	5	1.8	19	15.8	68	44.0	4.9	3.8
Health Services Administration	3	3	4	1.6	7	4.6	64	39.1	21.3	8.5
Primary Healthcare & Health Disparities	4	4	1	0.0	5	4.0	26	14.0	6.5	5.3
TOTAL/Ave	32	32	21	6.2	53	38.2	220	141.2	6.9	3.7

Table 1.7.b.3 (CEPH 1.7.2) Faculty, Students and Student/Faculty Ratios by Program Area, AY 2014-15

Core Knowledge Area	HC Primary Faculty[1]	FTE Primary Faculty	HC Other Faculty [2]	FTE Other Faculty	HC Total Faculty	FTE Total Faculty	HC Students	FTE Students	SFR by Primary Faculty HC	SFR by Total Faculty FTE
Social & Behavioral Sciences	26	26	10	2.9	36	28.9	63	49.6	2.4	1.8
Epidemiology & Biostatistics	22	22	4	1.2	26	23.2	60	38.3	2.7	1.7
Environmental Health Sciences	6	6	2	2.0	8	8.0	1	1.0	0.2	0.1
Health Services Administration	4	4	6	1.2	10	5.2	58	36.3	14.5	8.3
Primary Healthcare & Health Disparities	1	1	4	1.5	5	2.5	34	17.0	34.0	6.8
TOTAL/Ave	59	59	26	8.7	85	67.7	216	142.2	2.5	2.1

1410

1411

Table 1.7.b.4. (CEPH 1.7.2) Faculty, Students and SFRs by Core Knowledge Area, AY 2015-16

Core Knowledge Area	HC Primary Faculty[1]	FTE Primary Faculty	HC Other Faculty[2]	FTE Other Faculty	HC Total Faculty	FTE Total Faculty	HC Students	FTE Students	SFR by Primary Faculty HC	SFR by Total Faculty FTE
Social & Behavioral Sciences	38	38	17	4.7	55	42.4	1,293	1,088	23.5	25.6
Graduate	16	20.9	3	1.0	19	17.0	60	45.9	3.8	2.7
Undergraduate	22	17.1	14	3.7	36	20.8	1,233	1,042.1	56.0	50.1
Biostatistics	11	11	2	0.2	13	11.2	15	9.3	1.4	0.8
Epidemiology	8	8	3	0.3	11	8.3	47	31.1	5.9	3.8
Environmental Health Sciences	6	6	1	0.5	7	6.5	6	4.7	1	0.7
Health Services Administration	10	10	8	1.6	18	11.6	58	37.8	5.8	3.3
Primary Healthcare & Health Disparities	3	3	5	0.9	8	3.9	32	12.9	10.7	3.3
SPH Total/Ave	76	76	35	7.9	111	83.9	1,451	1183.8	13.1	14.1

Note: The School of Community Health provides the programs in social and behavioral sciences: BA/BS in Health Studies, MPH in Health Promotion, and PhD in Community Health. Of the 38 headcount primary faculty, the program distributes them into these programs at varying FTE which is reflected in the column FTE primary faculty, which is an anomaly for this program.

1412

1413

1414

1415 **1.7.c. A concise statement or chart defining the headcount and FTE of non-faculty, non-student**
1416 **personnel (administration and staff).**

1417 Table 1.7.c.1 shows the headcount and FTE of administrative and other staff for central and program
1418 administration for the last three years. During this time, administrative and other staff increased to
1419 provide support for the increased demands for coordination, development of school-level committees
1420 and processes, and aligning expectations to move from a loosely-coupled program to a more integrated,
1421 joint school.

1422

Table 1.7.c.1 Administrative and Other Staff[1]						
	FY 2014 (AY 2013-14)		FY 2015 (AY 2014-15)		FY 2016 (AY 2015-16)	
	HC	FTE	HC	FTE	HC	FTE
Oregon MPH Program Office	1	0.8	1	0.80	1	0.8
Office of the Dean[2]	NA	NA	4	3.5	7	6.2
Research Office	NA	NA	NA	NA	3	2.7
Research Staff [3]	28	16.1	40	38.6	41	36.3
Educational Program /Track Administration	12	5.8	12	5.8	11	5.9
Totals	41	22.7	57	48.7	63	52.0

NOTE: [1] Excludes administrators with faculty appointments as well as student workers. [2] FY 2016 includes
assistant dean for accreditation (0.75 FTE), field experience coordinator (0.5 FTE), education data technician
(1.0 FTE), executive assistant (1.0), administrative support (1.0), project manager (1.0 FTE), and budget/fiscal
officer (1.0 FTE) [3] Includes staff funded from Grants and Contracts, institution funded research programs, and
University Shared Resource

1423

1424 **1.7.d. Description of the space available to the school for various purposes (offices, classrooms,**
1425 **common space for student use, etc.), by location.**

1426 The SPH is distributed across two universities, three campuses, and five buildings to leverage the
1427 academic and research collaborations supported by the School. The unique collaborative model allows
1428 for concentrations of SPH space on the downtown PSU campus, the OHSU Marquam Hill campus, and
1429 the OHSU South Waterfront campus. The distance is fewer than two miles between the two primary
1430 campuses, and excellent public transportation among sites facilitates the collaboration. Because the SPH
1431 arose from existing academic and research programs, space is adequate and stable.

1432 Gaines Hall on the Marquam Hill campus is home to the Office of the Dean to accommodate increased
1433 staffing, including a few faculty offices, as well as spaces for doctoral student offices.

1434 The SPH classroom space is sufficient for current and proposed courses at the graduate and
1435 undergraduate levels. The SPH undergraduate students (BA/BS) are taught primarily at the PSU campus
1436 location, where they have easier access to the largest classrooms and advisors. As of academic year
1437 2014-2015, the new Collaborative Life Sciences Building (CLSB
1438 http://www.ohsu.edu/xd/about/vision/collaborative-science-building.cfm) also provides classrooms,
1439 study space, and small meeting rooms, and this new space is exceptionally valuable for program aspects
1440 conducted across campuses. For example, the All-School Faculty Meetings were held at the CLSB, as

1441   were faculty committee meetings and the Student Leadership Council. The CLSB is conveniently located
1442   on the South Waterfront with free student transportation by streetcar from PSU
1443   (http://portlandstreetcar.org/) and aerial tram from OHSU (http://www.gobytram.com/).

1444   Program needs drive the assignment of academic space. All faculty and program space at PSU is within
1445   the Urban Center, which houses the College of Urban & Public Affairs (CUPA). The faculty, staff, and
1446   student assistants moving administratively into the School will retain their current space in the Urban
1447   Center and access current classroom space across PSU facilities.

Table 1.7.d. Physical Resources for the OHSU-PSU SPH

Degree/Program/Function	Location/Institution	Offices & Cubicles	Classrooms[1]	Common Spaces[2]
Dean's Office	OHSU Gaines Hall PSU Urban Center, 7th floor	10 offices	0	4
Epidemiology/Biostatistics	OHSU Gaines Hall	9 offices (3 shared)	1	2
Epidemiology/Biostatistics/ Health Services Research	OHSU Campus Services Bldg (CSB)	55 offices	3	11
Biostatistics	OHSU Kohler Pavilion	3 offices	0	2
Biostatistics	OHSU Hatfield Res Center	5 offices	0	7
Environmental Systems & Human Health	OHSU Hatfield Res Center Gaines Hall	2 offices 3 cubes 2 offices	0	2 0
Primary Health Care & Heath Disparities (on-line)	OHSU School of Nursing	4 offices 1 cube	0	2
Health Management & Policy	PSU Urban Center, 6th floor	5 offices 5 cubes	2	1
Health Promotion (HP)	PSU Urban Center, 4th floor	31 offices 15 cubes	2	4
Undergraduate Administration	PSU Urban Center, 4th floor	3 offices 0 cubes	Shared with HP	
Classrooms & conference rooms shared across programs	Multiple buildings OHSU	NA	50	100
	Multiple buildings PSU[3]	NA	30 UG/ 35 Grad	86

NOTES: [1]In addition to classrooms and common spaces assigned directly to the unit, each unit has access to their Institutions' classroom and meeting room resources though central scheduling.

[2]Common space includes lounge areas, common computer areas, and non-classroom conference rooms for use by students, staff, and faculty

[3] At PSU the SPH programs have access to the 140 "general pool" classrooms in 22 buildings.

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1455 ***1.7.e. A concise description of the laboratory space and description of the kind, quantity and special***
1456 ***features or special equipment.***

1457 Faculty member Gary Brodowicz conducts research and training in the [Exercise Physiology Lab](#) located in
1458 the Urban Center Building at PSU. The primary work conducted in this lab is physiological response
1459 testing, course instruction, and thesis research. The lab is approximately 670 square feet and contains
1460 equipment relevant to its testing purposes (including stationary and handheld measurement devices,
1461 desktop computer, and printer).

1462 ***1.7.f. A concise statement concerning the amount, location, and types of computer facilities and***
1463 ***resources for students, faculty, administration, and staff.***

1464 All SPH staff and faculty have sufficient office space and desktop computers. Student workers have
1465 shared cubicle space or office space, and desktop computers. Full-time PhD students have shared office
1466 or cubicle space and desktop computers. In addition, specific SPH research programs and research staff
1467 work at satellite offices in proximity to the communities and collaborators with whom they partner. For
1468 instance, the Integrated Program in Community Research is housed in Bend, Oregon; and a member of
1469 the Northwest Addiction Transfer Treatment Center is provided space through the University of
1470 Washington in order to be closer to their partners/population in King County, Washington.

1471 The SPH has an inventory at OHSU of 84 desktop computers and 29 laptops computers assigned to
1472 faculty and staff and an inventory at PSU of 60 desktop computers assigned to staff, students, and
1473 faculty. In addition, the SPH maintains a student computer lab at OHSU (975 sq. ft.) with 23 desktop
1474 computers and shares a computer lab with CUPA in the PSU Urban Center that is equipped with 27
1475 computer workstations, printers, and scanners. The Urban Center has a small library with five computer
1476 work stations, a printer, and various library resources is dedicated as student study space and is staffed
1477 with a library attendant.

1478 A desktop computer replacement schedule aligns with the warranty schedule (typically four years); all
1479 computers purchased through the SPH have access to appropriate integrated technology group support.
1480 The Office of the Dean is responsible for budgeting most of these resources directly, unless individual
1481 components are above $3,000, making them eligible for central funds for OHSU space and employees
1482 for capital funds.
1483
1484 ***1.7.g. A concise description of library/information resources available for school use, including a***
1485 ***description of library capacity to provide digital (electronic) content, access mechanisms, training***
1486 ***opportunities and document-delivery services.***

1487 The OHSU-PSU School of Public Health has ample library/information resources. Faculty, staff, and
1488 students have access to library services provided by OHSU and PSU. These extensive resources include
1489 ample collection resources, training opportunities, and document-delivery.

1490 The Millar Library (PSU campus) provides access to library resources online and print from a collection of
1491 over 1.4 million volumes, 2.5 million microforms, 134,000 audiovisual materials, 406,000 government
1492 documents, 10,000 PDXscholar (institutional repository) items, and 23,000 items in Special Collections.
1493 (Numbers are from the [2013-14 organizational profile](#).) In addition to these materials, SPH students and
1494 PSU community members may borrow materials via the Orbis-Cascade Alliance of Libraries, which
1495 expands library holdings to those among the 37 member libraries throughout the Pacific Northwest, as
1496 well as request materials not held by any Alliance library via Interlibrary Loan. Leveraging demand driven
1497 acquisitions on a local and Alliance level, the Millar Library provides expanding e-book options. Journal

1498 subscriptions, too, are offered online whenever possible via direct subscriptions and via third party
1499 database packages. Increasingly, the Library purchases access to streaming media packages such as
1500 *Films on Demand* and *Journal of Visualized Experiments* to meet student and faculty needs in an
1501 increasingly digital educational environment. The Millar Library and its librarians provide course-
1502 integrated library instructions by collaborating with teaching faculty to identify student-learning needs
1503 and to develop and deliver instruction, when appropriate. Librarians also provide research consultations
1504 and reference services to SPH members in a variety of modalities including in person, online via chat and
1505 email, text, and telephone. Workshops on topics such as managing citations and conducting literature
1506 review research are also available.

1507 The Biomedical Information Communication Center (BICC) (OHSU campus) serves as the primary
1508 biomedical information resource for Oregon and for underserved areas throughout the Northwest
1509 region. The library maintains a collection of books, journals, multimedia, bibliographic, full-text
1510 databases, electronic journals, and other electronic resources in the fields of medicine, nursing, public
1511 health, dentistry, and the allied health sciences.

1512 The BICC provides around-the-clock access to articles from over 4,000 journals in the areas of nursing,
1513 clinical and basic health science, alternative or complementary therapies, health administration,
1514 biotechnology, business, computer science, education, physical sciences, public health, and engineering
1515 as well as about 2,000 general interest titles. Over 10,000 electronic books are also available. All of these
1516 electronic resources are available from on- or off-campus to all SPH students and faculty. As of AY 2016-
1517 2017, faculty appointments for PSU employees of the SPH also provide full access to BICC resources.
1518 Dial-in and web-based access to library and information resources is available "24/7/365." A list of
1519 journals available to faculty, students, and staff are contained in the [Library Resources file](#) in the ERF.

1520
1521 ***1.7.h. A concise statement of any other resources not mentioned above, if applicable.***

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1542 **_1.7.i. Identification of measurable objectives through which the school assesses the adequacy of its_**
1543 **_resources, along with data regarding the school's performance against those measures for each of the_**
1544 **_last three years. See CEPH Outcome Measures Template._**
1545

🟩 Things are going well	🟨 Watch this more closely	🟥 Target not being met; need to act

1546

Table 1.7.i Measureable Objectives Used to Assess Resource Adequacy						
Measureable Objective		**Target**	**FY 2014**	**FY 2015**		**FY 2016**
🟩	**At least 30% of the total expenditures will be derived from grants and contracts**	30%	37%	38%		_Pending_
			$6,153,897	$7,205,723		_Partial Year_
🟩	**Annual MPH tuition & fees will be within ±10% of median for SPH institutional peer group**	10%				
	SPH (annual MPH resident tuition & fees)		$14,973.54	$14,717.88		$15,027.09
	Median Tuition peer institution group		new	new		$13,172.38
	% difference		-	-		_+ 14%_
🟨	**SFR by Faculty Headcount/Faculty FTE**					
🟩	Average Graduate student-to faculty ratio	10:1	_6.9_	_3.7_	_2.5_	_6.2_ _3.4_
🟨	Average UG student-to faculty ratio	30:1	new	new		_56.0_ _50.1_
🟩🟩	**SPH all-ranks average faculty salary is within ±85% of median of SPH institutional peer group.**	±85%	new			
	Peer Institution All-ranks Faculty Salary			$120,787		$124,658
	85% of Peer Salary			+/- $102,669		+/- $105,959
	SPH All-ranks Faculty Salary			$110,384		$114,695
	Percentage points within PIG median			+6%		+7%

1547

1548 **_1.7.j. Assessment of the extent to which this criterion is met and an analysis of the school's strengths,_**
1549 **_weaknesses and plans relating to this criterion._**

1550 This criterion is met.

1551 **Strengths**
1552 • The faculty members have strong qualifications, a wide range of experience and interests, and
1553   the creativity needed to fulfill the School's mission and goals.
1554 • The School draws upon the exceptional health libraries, good public transportation to the
1555   universities, access to the Collaborative Life Sciences Building, and computing infrastructure.
1556 • SPH has a low graduate student-to-faculty ratio, which enhances the student experience and
1557   educational mission.
1558

1559 **Weaknesses**
1560 • The School may not yet have the right balance of teaching opportunities for OHSU faculty and
1561   research opportunities for PSU faculty to enhance faculty experiences and satisfaction.
1562 • The undergraduate student-to-faculty ratio appears high and may be affecting undergraduate
1563   student retention and graduation rates.

1564 • The split between the three universities and buildings—PSU Urban Center and OHSU Gaines
1565   Hall and Campus Services Building— is not ideal for collaborating, sharing ideas, and creating
1566   synergy.
1567
1568 **Plans**
1569 • Design a fiscal model to achieve financial sustainability for the new and more complex School.
1570 • Use digital resources to enhance communication among faculty, staff, and students on
1571   different campuses and buildings to foster a unified culture.
1572 • The School will develop resources needed to locate all graduate programs in a single build

1573 **1.8 Diversity**
1574 **The school shall demonstrate a commitment to diversity and shall provide evidence of an ongoing**
1575 **practice of cultural competence in learning, research and service practices.**
1576
1577 *1.8.a. A written plan and/or policies demonstrating the systematic incorporation of diversity within*
1578 *the school.*
1579 *1.8.a.i. Description of the school's underrepresented population, including a rationale for the*
1580 *designation.*
1581 The School follows the federal directives to gather data about race and ethnicity of its students, faculty,
1582 and staff. The race-ethnic groups include Hispanic-origin, American Indian/Alaska Native (AI/AN), African
1583 American/Black, Native Hawaiian/Other Pacific Islander, Asian, white, and more than one race. The
1584 School also tracks nationality and sex for faculty, staff, and students. To the extent possible, the School
1585 collects data on the socioeconomic background of students. The student application process does not
1586 request information on disability and gender identity. Table 1.8.a.i presents the overall diversity by
1587 race/ethnicity and sex for faculty, staff, and students.
1588

Table 1.8.a.i SPH Diversity Summary for Known Race/Ethnicity, Fall 2015					
Demographic Category	**Faculty**		**Students**		**Staff**
	Primary	Secondary	UG	Graduate	
Total	76	35	1,233	206	53
NON-USA Citizenship	NA	NA	2% (30)	3% (6)	NA
Male	37% (28)	40% (14)	31% (388)	17% (35)	21% (11)
Race/Ethnicity					
Amer. Indian or Alaska Native	0	4% (1)	<1% (10)	5% (8)	2% (1)
Asian *(underrepresented)*	6% (4)	0	NA	NA	NA
Asian *(all other)*	9% (6)	4% (1)	13% (150)	5% (10)	9% (4)
Black or African American	1% (1)	4% (1)	7% (78)	3% (5)	2% (1)
Hispanic or Latino	12% (8)	4% (1)	12% (143)	7% (10)	2% (1)
Native Hawaiian or Pac. Islander	1% (1)	4% (1)	1% (14)	<1% (1)	4% (2)
More than one race	0	0	9% (105)	5% (8)	NA
White	70% (46)	77% (17)	57% (658)	52% (108)	80% (37)
Declined	10	13	45	50	7
Total Minority	25% (19)	15% (5)	43% (500)	28% (42)	20% (9)
Underrepresented Minority	21% (14)	12% (4)	30% (350)	21% (32)	11% (5)
Adjusted Total *(exc declined)*	66	22	1,158	153	46
Disadvantaged Background					
UG: Pell Grant Recipient **Grad:** 1st Generation College	NA	NA	35%	49%	NA
Note: Underrepresented minorities (URM) includes: American Indian/Alaska Native, some Asian groups (Korean and Vietnamese), Black/African American, Native Hawaiian/Pacific Island, Hispanic/Latino, any race and two or more races, with at least one race classified as URM. Use adjusted total to calculate known race/ethnicity of U.S. citizens or permanent residents.					

1589

1590 The Diversity Committee of the SPH has defined the recruitment markets for students, staff, and faculty
1591 and set diversity targets. To identify target proportions, the Diversity Committee reviewed the
1592 population data for the Portland area (4 counties), the state of Oregon, and the United States.

1593

Table 1.8.a.1 Demographics Used to Determine Underrepresented Populations in SPH				
Category		**Portland Metropolitan Area**	**Oregon Population[1]**	**US Population[1]**
TOTAL POPULATION		2,185,690	3,970,239	318,857,056
Sex	**Female**	50.7%	50.5%	50.8%
	Male	49.3%	49.5%	49.2%
Ethnicity	**Hispanic**	11.2%	11.7%	17.4%
	Non-Hispanic	88.8%	88.3%	82.6%
Race	**American Indian or Alaska Native**	1.2%	1.4%	1.2%
	Asian	6.5%	3.7%	5.4%
	Black or African American	2.8%	1.8%	13.2%
	Native Hawaiian or Pacific Islander	0.6%	0.3%	0.2%
	White	75.6%	78.5%	62.1%
	More than one race	3.9%	3.8%	2.9%
Source 1 U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, American Community Survey, Census of Population and Housing, State and County Housing Unit Estimates, County Business Patterns, Non-employer Statistics, Economic Census, Last Revised: Wednesday, 14-Oct-2015 10:53:57 EDT				

1594

Table 1.8.a.2 Recruitment Market Areas for Diversity								
	Primary Faculty		**Staff**		**Undergrads**		**Graduate**	
Market	**US**		**Portland Metro**		**Portland Metro**		**Oregon**	
	SPH	**Market**	**SPH**	**Market**	**SPH**	**Market**	**SPH**	**Market**
Hispanic	8%	17%	2%	9%	12%	9%	5%	12%
American Indian or Alaska Native	1%	1%	2%	1%	1%	1%	4%	1%
Asian	11%	5%	8%	7%	12%	7%	5%	4%
Black or African American	2%	13%	2%	6%	6%	6%	2%	2%
Native Hawaiian or Pacific Islander	1%	<1%	4%	<1%	1%	<1%	<1%	<1%
White	60%	62%	70%	72%	53%	72%	52%	79%
All Minority	23%	38%	17%	28%	41%	28%	20%	21%

1595

1596 Based on a comparison of the population data by appropriate market area, the Diversity Committee
1597 identified the target populations for increasing diversity of students, faculty, and staff as Hispanic or
1598 Latino, Black or African American, American Indian or Alaska Native, Native Hawaiian or Other Pacific

1599   Islander, and underrepresented Asians (individuals of Korean or Vietnamese ancestry). In addition, for
1600   students we track lower income or disadvantaged background for undergraduates and graduate
1601   students.

1602   Table 1.8.a.iii in the ERF provides more detailed diversity data for the last three years.

1603   ***1.8.a.ii. List the goals for achieving diversity and cultural competence within the school, and a***
1604   ***description of how diversity-related goals are consistent with the university's mission, strategic plan***
1605   ***and other initiatives on diversity, as applicable.***
1606   Both OHSU and PSU have well-established diversity action plans written in collaboration with faculty,
1607   staff, students, and the community. Both universities annually publish progress reports against
1608   benchmarks, support institution support institution-wide Diversity Councils (OHSU Diversity Advisory
1609   Council; PSU Diversity Action Council), and sponsor extensive programming and professional
1610   development in diversity and cultural competence. Our broad goals as a joint School are congruent with
1611   the missions, strategic plans, and diversity initiatives of the partnering universities:

1612   1.   Recruit and retain historically underrepresented and historically underserved students.

1613   2.   Recruit and retain diverse faculty.

1614   3.   Recruit and retain diverse staff.

1615   4.   Ensure that the curriculum incorporates diversity and cultural competence.

1616   5.   Foster an environment that is welcoming and inclusive toward faculty, staff, and students from all
1617   backgrounds and communities.

1618   The Chief Diversity Officers at both universities--Carmen Suarez, PhD, Vice President for Global Diversity
1619   and Inclusion at PSU and Leslie Garcia, MPA, Interim Chief Diversity Officer at OHSU--are members of
1620   the SPH Diversity Committee. On April 5, Brian Gibbs, PhD, assumed the position of OHSU Vice President
1621   for Diversity.

Table 1.8.a.ii Institutional Goals for Achieving Diversity and Cultural Competence		
Category	**Institution**	**Goal Statements**
Students	OHSU	- Increase diversity of students and fellows. - Develop and implement a student retention plan that drives and sustains diversity and inclusion.
	PSU	- Recruit and retain a greater number of historically underrepresented, historically underserved students and international students. - Produce graduates who can be leaders in a global community.
Faculty	OHSU	- Increase diversity in the faculty ranks - Enhance career development, guidance, support, and resources. - Establish and implement best practices for faculty retention.
	PSU	- Recruit and retain cross-culturally sophisticated faculty and staff. - Ensure that diversity is incorporated into the curriculum.
Staff	OHSU	- Increase diversity in the workforce across missions.
	PSU	- Recruit and retain cross-culturally sophisticated faculty and staff.
Environment	OHSU	- Improve the climate of inclusion. - Build community partnerships and engagement.
	PSU	- Create an environment that is welcoming, inclusive, and diverse. - Create more robust communication channels to bring the world to the campus and the campus to the world. - Endorse a campus-wide cultural competency-training plan.

1622 *1.8.a.iii. Policies that support a climate free of harassment and discrimination and that value the*
1623 *contributions of all forms of diversity; the school should also document its commitment to*
1624 *maintaining/using these policies.*
1625 The School follows the respective institutional policies on achieving a climate free of harassment and
1626 discrimination. The SPH has the advantage of maximizing the effect of its internal policies based on the
1627 best practices and support of both institutions. The OHSU Office of Affirmative Action & Equal
1628 Opportunity and PSU Office of Equity & Compliance (in Global Diversity & Inclusion) promote diversity
1629 and prevent discrimination. Sustaining an environment that is respectful of others is vitally important to
1630 our missions. Diversity is a core value for every student, employee, and faculty member.
1631

Table 1.8.a.iii Policies Supporting a Climate Free of Harassment and Discrimination		
Policy Area	**OHSU**	**PSU**
Affirmative Action Goals-Employment	Policy No. 03-04-025	https://ohsu.box.com/s/b0q0tcsfp3mu3z0si63xnnkjjx2gqty6
Equal Opportunity	Policy No. 03-05-030	http://www.pdx.edu/portland-state-university-mission
Reasonable Accommodation for Individuals with Disabilities	Policy No. 03-05-030, Section 5	http://www.pdx.edu/diversity/sites/www.pdx.edu.diversity/files/Accommodation%20Policy%20-%20Final%20%28Revised%202-27-14%29.pdf
Prevention of Harassment	Policy No. 03-05-032	http://www.pdx.edu/ogc/sites/www.pdx.edu.ogc/files/3.15.13%20REV%20Policy%20on%20Prohibited%20Discrimination%20and%20Harassment%20signed%20final.pdf
Prevention of Sexual Harassment	Policy No. 03-05-035	http://www.pdx.edu/ogc/sites/www.pdx.edu.ogc/files/Policy_on_Prohibited_Discrimination_and_Harassment.Final_.pdf
Religious Exercise and Religious Expression in the Workplace and Educational Environment	Policy No. 03-05-037	http://www.pdx.edu/registration/attendance#/?section=religiousholydays
Conflicting Consensual Relationships	Policy No. 03-05-045	http://www.pdx.edu/ogc/sites/www.pdx.edu.ogc/files/Consensual%20Relationship%20Policy%20(final%205.14.14).pdf
Student Pregnancy/ Parenting	Lactation policy	www.pdx.edu/diversity/sites/www.pdx.edu.diversity/files/PregnancyProcedure2.0.pdf
Equal Opportunity Complaints	Policy No. 03-05-050	http://www.pdx.edu/portland-state-university-mission
Equal Access for Students with Disabilities	Policy No. 002-01-002	http://www.pdx.edu/diversity/sites/www.pdx.edu.diversity/files/Accommodation%20Policy%20-%20Final%20%28Revised%202-27-14%29.pdf
Assistance Animal Policy	Policy No. 07-90-060	http://www.pdx.edu/diversity/sites/www.pdx.edu.diversity/files/Assistance%20Animal%20Policy%20-%20Final%20%28Revised%202.20.14%29.pdf

1632 ***1.8.a.iv. Policies that support a climate for working and learning in a diverse setting.***
1633 The SPH follows the policies articulated at the institutional level to comply with federal, state, and local
1634 laws, and is developing a Diversity Action Plan. Following the OMPH Diversity Plan developed in 2012 as
1635 a starting point, the SPH Diversity Committee is revising the plan to increase alignment with the
1636 frameworks established by the partner universities. The SPH will begin reporting progress towards
1637 meeting the goals of the Diversity Action Plan in 2017-18.
1638

Table 1.8.a Diversity Plans and Reporting Requirements at PSU and OHSU		
Program	**University**	**Description**
Diversity Offices	PSU	PSU Office of Global Diversity & Inclusion http://www.pdx.edu/diversity/
	OHSU	OHSU Center for Diversity & Inclusion http://www.ohsu.edu/xd/about/vision/center-for-diversity-inclusion/
Diversity Action Council (DAC)	PSU	The DAC is a president-appointed advisory committee composed of PSU faculty, staff, and students that works closely with PSU's chief diversity officer and executive director of Global Diversity and Inclusion. DAC's role is to foster equity and social justice by guiding PSU programs, policies, and decision making so PSU works in conjunction with its diverse constituents.
OHSU Diversity Advisory Council (DAC)	OHSU	The DAC is an advisory committee composed of staff, faculty, and student representatives from all the university's mission areas. The DAC advises OHSU's President and Executive Leadership Team on enhancing diversity, cultural competency, and opportunity throughout the university.
Diversity Action Plan (DAP)	PSU	In 2012. faculty, staff, students, and community collaborated to create the DAP.
	OHSU	In 2013, DAC developed the DAP to guide the efforts of all OHSU community members and campus units. Individual units and departments set metrics to track the achievement of their diversity objectives.
Diversity Progress Reports	PSU	Annual report on progress
	OHSU	Annual report on progress
Faculty Mentoring Program	PSU	One-year program of new faculty mentor-mentee relationships to increase a sense of community through regularly scheduled networking events and individual plans to help mentees meet professional goals.
	OHSU	School-level and various research and faculty development programs

1639

1640 ***1.8.a.v. Policies and plans to develop, review and maintain curricula and other opportunities including***
1641 ***service learning that address and build competency in diversity and cultural considerations.***
1642 All of the MPH and PhD degree programs have specific competencies in diversity, cultural competency,
1643 and professional ethics. Requisite skills include self-awareness, open-minded inquiry and assessment,
1644 and the ability to recognize and adapt to cultural differences. The list of required and elective courses
1645 building competency in diversity and cultural consideration is found in the ERF as are the cultural and
1646 ethical competency statements by program/track (see Table 1.8.v.1 and Table 1.8.v.2).
1647

1648

1649 ***1.8.a.vi. Policies and plans to recruit, develop, promote, and retain a diverse faculty.***

1650 For the collective bargaining contract provisions pertaining to PSU faculty, see the PSU Collective
1651 Bargaining Agreements in ERF.

1652 http://www.ohsu.edu/xd/about/vision/center-for-diversity-inclusion/diversity-resources/recruitment-
1653 resources.cfm
1654
1655 http://www.ohsu.edu/xd/about/vision/center-for-diversity-inclusion/diversity-resources/faculty-
1656 recruitment-retention.cfm
1657
1658 http://www.ohsu.edu/xd/about/vision/center-for-diversity-inclusion/diversity-
1659 resources/upload/Unconscious-Bias.pdf
1660

1661 ***1.8.a.vii. Policies and plans to recruit, develop, promote, and retain a diverse staff.***
1662 For all staff policies and collective bargaining contract provisions, see the respective Collective
1663 Bargaining Agreements:
1664 - OHSU classified employees are represented by AFSCME
1665 - PSU Academic professionals are represented by AAUP at PSU; classified employees are
1666   represented by SEIU and IATSE.

1667 ***1.8.a.viii. Policies and plans to recruit, admit, retain, and graduate a diverse student body.***
1668 In 2012, the OMPH Diversity Committee developed a comprehensive plan for increasing student
1669 diversity. The SPH Diversity Committee is reviewing the OMPH Diversity Plan against the standards set
1670 by the institutions for diversity action plans for academic units. The Diversity Committee is discussing
1671 the objectives and metrics combined in Table 1.8.a.viii. The Committee will distribute a survey to unit-
1672 level recruitment and admissions committees in September 2016 to determine accomplishments since
1673 2013. As the plan is written from the perspective of the OMPH program, the focus will expand to a
1674 school-level plan and assessment.
1675
1676 The metrics developed for the School will provide the baseline data needed to reflect the increase in
1677 degree programs and levels of study. They also reflect an "equity-mindedness" to call attention to
1678 patterns of inequity in student outcomes. Faculty, administration, and staff on the Diversity Committee
1679 will be questioning their own assumptions and stereotypes that could harm student success as well as
1680 impact faculty and staff diversity recruitments. One of the committee members, Dr. Carmen Suarez,
1681 recommended that we assess our conscious and unconscious preferences using the Implicit Associations
1682 Tests (IAT®) based on research done by faculty at University of Washington, Harvard University,
1683 University of Virginia, and Yale University. The Deans' Leadership Team, each took several IAT tests on
1684 subjects of their choosing. After which they discussed the findings at a couple of weekly DLT meetings
1685 and processed what they discovered about themselves. The co-chairs of the Diversity Committee, Dr.
1686 Rochelle Fu and Dr. Kelly Gonzalez will bring forward the recommendation for all members of the
1687 committee to participate.

1688

Table 1.8.a.viii: OMPH Plan to Recruit, Admit, Retain, and Graduate a Diverse Student Body		
Goal	**Objective**	**Measurement**
Recruit and retain historically underrepresented and historically underserved students.	Promote the OHSU-PSU SPH programs to underrepresented minority prospective students. Build relationships through community involvement with underrepresented groups.	Each year, the SPH educational programs will attend at least one national and one regional targeted conference for outreach and marketing to underrepresented prospective students.
		At least once a year, the programs will co-sponsor a community public health event for underrepresented prospective students.
		Each year, send promotional materials to undergraduate schools, designated Historically Black Colleges and Universities, Tribal Colleges and Universities, and Hispanic Serving Institution to promote the MPH Program.
	Outreach to community college students to educate and inform about PH careers.	Send notices of monthly public health seminar series to community colleges with underrepresented students.
	Mentor and support admitted underrepresented student populations towards the successful completion of their programs.	Admitted underrepresented students complete the programs of study and graduate at the same rate as other students.
		All students have access to advising and assistance to help maintain successful academic progression.
	Track enrollment in OHSU-PSU SPH programs designated "under-represented minorities."	Collect student demographic data via Banner/database.
Ensure that diversity and cultural competence are incorporated into the curriculum.	Provide learning experiences in cultural competencies at all levels, including required courses, field, and culminating experiences.	80% of core courses will address cultural competency.
		90% all required courses will address cultural competency, as appropriate to course content.
		100% of Field and Culminating Experiences will address cultural competency.

Table 1.8.a.viii: SPH Plan to Recruit, Admit, Retain, and Graduate a Diverse Student Body (*continued*)		
Goal	**Objective**	**Measurement**
Ensure that diversity and cultural competence are incorporated into the curriculum.	Track student satisfaction with the programs in creating a climate that honors diversity of people, culture, and beliefs. Provide students information about access to campus services for students from all backgrounds and communities. The OHSU-PSU SPH programs participate in activities promoting cultural competence at each partner university. Ensure faculty and staff receive training related to under-represented populations.	90% of students responding to the student survey will report "satisfied" or better with OMPH /SPH "cultural climate." 90% of students responding to the student survey will report "feeling included in the OHSU-PSU SPH programs on campus, in classroom, and with peers and faculty." Information regarding services is provided at orientations, in students' handbooks, and course syllabi. Information regarding respect for and diversity of faculty and staff is included in all new employee orientations. 100% of SPH faculty and staff will receive mandatory diversity professional development through each university on a designated schedule.

1689

1690 ***1.8.a.ix. Regular evaluation of the effectiveness of the above-listed measures.***

1691 The School evaluates the diversity and school climate via several sources: the University Climate
1692 Surveys, Student and Alumni surveys, course evaluations, and student performance on the CPH exam.

1693 Heretofore, the 2015 OHSU climate survey did not use "public health" as a category for students,
1694 faculty, and staff. Discussions are underway with the diversity officers about the next climate survey,
1695 including ensuring SPH is a separate administrative entity and using common questions on the OHSU
1696 and PSU surveys to permit analysis.

1697 *1.8.b. Evidence that shows the plans or policies are being implemented. Examples may include*
1698 *mission/goals/objectives that reference diversity or cultural competence, syllabi and other course*
1699 *materials, lists of student experiences demonstrating diverse settings, records, and statistics on*
1700 *faculty, staff and student recruitment, admission and retention.*

Table 1.8.b Evidence that Diversity Plans or Policies are Implemented	
Diversity, Cultural competence, Social determinants of health	All programs have a competency related to diversity and cultural competency and identify the courses in which diversity and cultural competence are addressed.
Goal	Sustain and enhance a thriving academic community that embraces diversity in ideas, expertise, and experiences.
MGO objectives	Recruit and retain diverse and exceptional individuals to achieve our mission
	Achieve equity in academic outcomes and success among student subgroups
	Support diversity and civility in the classrooms, workplace, and broader communities we serve.
MGO outcomes	See 1.8.e below
Student experiences	**Results from annual student survey conducted in May**
Implementation report on OMPH Diversity Plan	OMPH Diversity Plan A Survey conducted in May or September 2016 will report accomplishments related to the objectives and activities identified in the plan. The SPH will work on a school-level plan beginning in fall 2016.

1701

1702 The Diversity Committee will examine the objectives in the OMPH Diversity Plan against the objectives
1703 and indicators revised for the Self-study process in fall 2016.

1704 *1.8.c. Description of how the diversity plan or policies were developed, including an explanation of the*
1705 *constituent groups involved.*

1706 In developing its Diversity Action Plan, the SPH Diversity Committee is building upon the long history and
1707 experience of the OMPH. Currently, the Committee is reviewing the OMPH Diversity Plan and its
1708 alignment with the PSU and OHSU diversity requirements. The process and requirements of the two
1709 Universities are very similar. The expansion of the membership of the committee from six in 2014-15 to
1710 15 in 2015-16 will provide more engagement opportunities and more voices and perspectives. This
1711 change requires reviewing the institutional history and learning about the existing resources available to
1712 the School. Two of the Diversity Committee members are the Chief Diversity Officers for the two
1713 universities. Given that both Chief Diversity Officers are recently appointed to their positions, their
1714 participation and guidance in our work is critical to ensuring the School's plan is consistent with evolving
1715 strategic priorities of the two universities.

1716

1717

1718

1719 *1.8.d. Description of how the plan or policies are monitored, how the plan is used by the school and*
1720 *how often the plan in reviewed.*

1721 The Diversity Committee monitors the outcomes for the relevant MGOs as well as additional metrics
1722 used by the Committee. The new Bylaws require that the Diversity Committee report annually to the
1723 dean of the SPH.

1724 *1.8.e. Identification of measureable objectives by which the school may evaluate its success in*
1725 *achieving a diverse complement of faculty, staff and students, along with data regarding the*
1726 *performance of the program against those measures for each of the last three years. See Template.*
1727 *At a minimum the school must include four objectives, and least two of which respond to*
1728 *race/ethnicity. Measureable objectives must align with the school's definition of under-represented*
1729 *populations in Criterion 1.8.a.*

1730

🟩 *Things are going well.*	🟨 *Watch this more closely.*	🟥 *Target not met; need to act.*

1731

Goal 4: Sustain and enhance a thriving academic community that embraces diversity in ideas, expertise, and experiences

Objective 8: Recruit and retain diverse and exceptional individuals to achieve our mission

	Indicators	Target	2013-14	2014-15	2015-16
38	Percentage of primary faculty from under-represented groups	United States	33	59	76
	Black or African American	13%	0	2%	1%
	Hispanic or Latino	17%	3%	13%	11%
	Asian (Underrepresented)	NA	10%	7%	5%
	Subtotal URM	30%	13%	22%	17%
39	Percentage of staff from under-represented groups	Portland metro	**37**	**52**	**53**
	Black or African American	2%	3%	2%	2%
	Hispanic or Latino	11%	3%	4%	2%
	Subtotal URM	20%	15%	12%	
40	Percentage of MPH students from UR groups	Oregon	221	197	171
	Black or African American	2%	2%	3%	3%
	Hispanic or Latino	11%	3%	3%	6%
	Subtotal URM	20%	14.0%	17%	18%
41	Percentage of undergraduate students from under-represented groups	Portland metro	1,073	1,180	**1,233**
	Black or African American	3%	5%	6%	6%
	Hispanic or Latino	11%	10%	12%	12%
	Subtotal URM	19%	23%	26%	26%

1732
1733

Goal 4. Sustain and enhance a thriving academic community that embraces diversity in ideas, expertise, and experiences

Objective 9: Achieve equity in academic outcomes and success among student subgroups

	Indicators	Target	2013-14	2014-15	2015-16
🟨⬜	**Graduation rates for BA/BS students from URM equal the BA/BS all- average graduation rates**	Equity	Start: 2007 Graduate: 2010	Start: 2008 Graduate: 2011	Start: 2009 Graduate: 2012
🟨	**All Average**		45% (21/47)	64% (88/138)	76% (119/157)
🟨	**Adjusted Rate (w/o declined & international)**		44% (17/39)	64% (80/125)	77% (112/146)
🟨	**Black or African American**		100% (2/2)	75% (3/4)	71% (5/7)
🟩	**Hispanic or Latino**		33% (1/3)	100% (10/10)	89% (16/18)
🟨	**URM Subtotal** (plus AI/NA, Native Hawaiian, ≥ 2 races)		60% (3/5)	70% (19/27)	76% (28/37)
🟥	**Asian**		40% (2/5)	40% (4/10)	50% (6/12)
🟩	**White**		41% (12/29)	65% (57/88)	80% (78/97)
🟩	**Retention rates for MPH students from URM equal the MPH all-average retention rates**	Equity	Enter: 13 Return: 14	Enter: 14 Return: 15	Enter:15 Return: 16
🟩	**All Average**		96% (89/93)	95% (60/63)	99% (91/92)
🟩	**Adjusted Rate (w/o declined & international)**		95% (84/88)	96% (52/54)	99% (81/82)
🟩	**Black or African American**		100% (2/2)	100% (1/1)	100% (3/3)
🟩	**Hispanic or Latino**		100% (1/1)	0	100% (2/2)
🟩	**URM Subtotal** (plus AI/NA, Native Hawaiian, ≥ 2 races)		100% (8/8)	100% (9/9)	100% (18/18)
🟩	**Asian**		100% (6/6)	100% (1/1)	100% (10/10)
🟩	**White**		95% (70/74)	95% (42/44)	98% (53/54)
🟩⬜	**Graduation rates for MPH students from under-represented groups equal the overall MPH all-average graduation rates**	Equity	83% (126/152)	82% (129/157)	82% (121/147)
🟩	**Black or African American**		33% (1/3)	0	100% (2/2)
🟥	**Hispanic or Latino**		40% (2/5)	80% (4/5)	67% (2/3)
🟩	**URM Subtotal** (plus AI/NA, Native Hawaiian, ≥ 2 races)		50% (5/10)	67% (4/6)	82% (9/11)
🟩	**Asian**		100% (6/6)	100% (1/1)	100% (10/10)
🟩	**White**		83% (92/111)	79% (95/120)	81% (94/116)

Goal 4. Sustain and enhance a thriving academic community that embraces diversity in ideas, expertise, and experiences					
Objective 10: Support diversity and civility in the classrooms, workplace, and broader communities we serve.					
Indicators		Target	2013-14	2014-15	2015-16
	Percentage of students that say, "Overall, I am comfortable with the climate of inclusion in the School"	85%	MPH:	MPH: 88%	Grad: UG:
	Percentage of students that say, "I feel valued and respected"	85%	MPH	MPH: 84%	Grad: UG:
	Percentage of Program Directors (12), Deans' Leadership Team (8), and Diversity Committee (20) have completed training on implicit bias	85% of 30			pending

1734

1735 ***1.8.f. Assessment of the extent to which this criterion is met and an analysis of the school's strengths,***
1736 ***weaknesses and plans relating to this criterion.***

1737 This criterion is met, with comment.

1738 **Strengths**
1739 • The School reflects the strong commitment and continuing development of diversity at PSU and
1740   OHSU, with targeted resources for building a culture of inclusion, recruiting diverse faculty and
1741   students, and increasing cultural competency of students, faculty, and staff. The School can tap
1742   into these institutional resources to recruit diverse faculty and students.
1743 • SPH expanded the Diversity Committee membership to reflect a broader perspective on
1744   diversity.
1745 • The Diversity Committee expanded targeted populations from race/ethnicity to include
1746   economic background using new data sources (i.e., Pell Grant recipients for undergraduates and
1747   SOPHAS data on parental educational background for graduate students) and is looking into
1748   tracking other diversity groups (e.g., sexual and gender identity, rural background).

1749 **Weaknesses**
1750 • School lacks sufficient scholarship resources for recruitment of diverse graduate students.
1751 • SPH's intention is to achieve greater diversity in new faculty, staff, and student recruitments.
1752 • Lower graduation rates for some may suggest an underutilization of available support resources
1753   **or** lack of availability of the right resources to support equity in degree completion.
1754 • Relatively high retention among faculty translates into few positon openings for diversity
1755   recruitment.

1756 **Plans**
1757 • The School's intention is to increase diversity through new faculty hires and retention efforts.
1758 • The School will pursue new resources to support scholarships for student diversity recruitment.
1759 • The Diversity Committee will review courses for content related to diversity and cultural
1760   competence and make recommendations to the Dean.
1761 • School and degree programs will use SOPHAS to track and report background characteristics of
1762   individuals applying to public health programs, accepted by programs, and matriculating. The
1763   Diversity Committee will recommend actions to the Dean.

1764 # Criterion 2. Instructional Programs

1765

1766 ## 2.1 Degree Offerings

1767 **The school shall offer instructional programs reflecting the stated mission and goals, leading to a**
1768 **Master of Public Health (MPH) or equivalent professional master's degree in at least the five areas of**
1769 **knowledge basic to public health. The school may offer other degrees, professional and academic, and**
1770 **other areas of specialization, if consistent with its mission and resources.**

1771 *2.1.a. An instructional matrix presenting all of the school's degree programs and areas of*
1772 *specialization. See CEPH Data Template 2.1.1.*

Table 2.1.a.1 (CEPH Template 2.1.1) Instructional Matrix: Degrees & Specializations

Concentration/Track/Specialization	Academic Degree	Professional Degree	Minimum Credit Units		Institution
Bachelor's Degrees					
Health Studies: Aging Services	BA/ BS		180		PSU
Health Studies: Community Health Education	BA/ BS		180		PSU
Health Studies: Health Science	BA/ BS		180		PSU
Health Studies: School Health	BA/ BS		180		PSU
Applied Health & Fitness	BA/ BS		180		PSU
Master's Degrees					
Biostatistics (BIOS)	MS	MPH	54	60	OHSU
Environmental Systems & Human Health (ESHH)		MPH	60		OHSU
Epidemiology (EPI)		MPH	60		OHSU
Health Management & Policy (HMP)		MPH	62		PSU
Health Promotion (HP)		MPH	60		PSU
Health Studies: Physical Activity & Exercise (PAE)	MA/MS		49		PSU
Primary Health Care & Health Disparities (PHCHD)		MPH	58		OHSU
Doctoral Degrees					
Community Health (CH)	PhD		108		PSU
Epidemiology (EPI)	PhD		135		OHSU
Health Systems & Policy (HSP)	PhD		114		PSU
Concurrent (Dual) Degrees					
Urban & Regional Planning (with HP)		MPH/MURP	102		PSU
Medicine (with EPI)		MPH/MD	260		OHSU
Social Work (with HMP)		MPH/MSW	110		PSU
Social Work (with HP)		MPH/MSW	119		PSU

1773   The OHSU-PSU SPH offers a total of 16 degrees and specializations excluding the dual degree programs.
1774   These include professional degrees at the master's level and academic degrees at the undergraduate,
1775   masters, and doctoral level. The School offers three academic doctoral programs (PhD) in Community
1776   Health, Epidemiology, and Health Systems & Policy. The School's professional master's degrees are the
1777   MPH in six tracks, or concentrations, with a minimum of 58 credit hours: Biostatistics, Epidemiology,
1778   Environmental Systems and Human Health, Health Management & Policy, Health Promotion, Primary
1779   Healthcare & Health Disparities. The School also offers two academic programs at the master's level:
1780   MA/MS in Health Studies and MS in Biostatistics. The baccalaureate with a major in Health Studies
1781   includes four concentrations or minors: Aging Services, Community Health, Health Sciences, and School
1782   Health. Another bachelors program is a non-public health related degree in Applied Health & Fitness.
1783   One program—the MPH in Primary Healthcare & Health Disparities— is offered only in a distance
1784   learning format. These degree programs are identified in **Table 2.1.a.1.**

1785   ***2.1.b. The school bulletin or other official publication, which describes all degree programs identified***
1786   ***in the instructional matrix, including a list of required courses and their course descriptions.***

1787   Detailed information about all SPH programs is available on the OMPH, PSU, and OHSU websites. We
1788   have recently created a website specifically for the SPH, which will replace the OMPH website.

1789   A new SPH website (http://ohsu-psu-sph.org/) was created in early 2016 and is intended to be the
1790   primary source for comprehensive information about all degree programs.

1791   OMPH (oregonmph.org) web pages include specific course information accessed through the MPH
1792   Student Handbook at http://www.oregonmph.org/content/student-handbooks

1793   PSU degree programs, required courses, and course descriptions may be found in the PSU Bulletin at
1794   http://pdx.smartcatalogiq.com/en/2015-2016/Bulletin

1795   OHSU degree programs, required courses, and course descriptions may be found on the following OHSU
1796   is also located web pages:

1797   • Public Health (PHPM and BSTA) course descriptions are located at
1798   http://www.ohsu.edu/xd/education/schools/school-of-medicine/departments/clinical-
1799   departments/public-health/education-programs/courses-and-schedules/graduate-courses.cfm
1800   • PHCHD course descriptions are located at http://www.ohsu.edu/xd/education/schools/school-of-
1801   nursing/programs/masters/public-health/
1802   • Course description for PhD in Health Systems & Policy is located at
1803   https://www.pdx.edu/hatfieldschool/health-systems-and-policy-phd
1804

1805   ***2.1.c. Assessment of the extent to which this criterion is met and an analysis of the school's strengths,***
1806   ***weaknesses and plans related to this criterion.***

1807   This criterion is met.

1808   **Strengths**
1809   • SPH offers a total of 16 different degree programs and 4 dual degree options to meet student
1810   and workforce needs.
1811   • SPH delivers degree programs in a variety of formats including full-or part-time, on campus,
1812   blended or hybrid classes, and an MPH programs and graduate certificate in an online format.
1813   • The School offers 11 graduate degree programs: six MPH degrees in each of the five areas of
1814   knowledge basic to public health, three PhD degree programs in the five areas of knowledge
1815   basic to public health, and MA/ MS degrees in two disciplines.

1816	• Distinctive among schools of public health, the OHSU-PSU SPH has a large undergraduate program with over 1,200 majors enrolled in Health Studies with four concentrations (or minors) and one non-public health degree.
1817	
1818	
1819	• The School provides dual degrees provide opportunities for students who choose to bundle public health with other professional fields, including medicine, social work, and urban and public affairs as well as the preventive medicine residency.
1820	
1821	
1822	
1823	**Weaknesses**
1824	• Online course opportunities are limited for students completing their programs on campus, and enrollment in the PHCHD courses has declined in recent years.
1825	
1826	**Plans**
1827	• To increase flexibility and reduce time-to-degree for students, the Dean proposed and the APCC approved a new policy that allows on-campus students to enroll in a limited number of online courses in the Online PHCHD and for PHCHD students to enroll in on-campus classes beginning in AY 2016-17 that does not violate NWCCU standards.
1828	
1829	
1830	
1831	• The Interim Dean enhanced the online opportunities for students by scheduling primary faculty with degrees in the discipline to teach on-line courses.
1832	

1833 **2.2 Program Length**
1834 **An MPH degree program or equivalent professional public health master's degree must be at least 42**
1835 **semester-credit units in length.**

1836 *2.2.a. Definition of a credit hour with regard to classroom/contact hours.*

1837 The SPH credit-hour policy is consistent with OHSU and PSU policies.

Table 2.2.a Credit Hour and Contact Hour Policies	
OHSU 0-02-0214 Assignment of Credit Hours	**PSU**
Credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement. The credit hour is an institutionally established equivalency that reasonably approximates not less than 50 minutes of classroom or direct faculty instruction, and a minimum of two hours of out of class student work each week of an academic term, or approximately eleven to twelve weeks, for one hour of credit; or the equivalent amount of work over a different amount of time.	A credit is the basic unit of measurement of educational accomplishment. One credit normally connotes 10 hours of lecture-recitation or ≥ 20 hours of laboratory, studio, or activity work. The majority of courses at PSU involve 3 or 4 hours per week of lecture-recitation. http://pdx.smartcatalogiq.com/en/2015-2016/Bulletin/Academic-Records-and-Credit
	1 credit = • 1 hour/week of instructor-led instruction (e.g., classroom/online lecture, group discussions, etc.), *OR* • 2 hours/week lab or studio time (instructor oversees students' work), OR • 2 to 3 hours/week field work or practicum (others oversee students' work) http://www.pdx.edu/academic-affairs/curricular-change-instructions

1838 *2.2.b. Information about the minimum degree requirements for all professional public health master's*
1839 *degree curricula shown in the instructional matrix. If the school or university uses a unit of academic*
1840 *credit or an academic term different from the standard semester or quarter, this difference should be*
1841 *explained and an equivalency presented in a table or narrative.*

1842 The SPH follows a standard quarter system. The minimum credit requirement for the MPH is 58-quarter
1843 credits. SPH does not award any other professional public health master's degrees.

1844 *2.2.c. Information about the number of professional public health master's degrees awarded for fewer*
1845 *than 42 semester credit units , or equivalent, over each of the last three years. A summary of the*
1846 *reasons should be included.*

1847 SPH does not award any MPH degrees below the minimum of 58-quarter credits.

1848

1849

1850

1851

1852

1853 ***2.2.d. Assessment of the extent to which this criterion is met and an analysis if the school's strengths,***
1854 ***weaknesses, and plans related to this criterion.***

1855 This criterion is met.

1856 **Strengths**
1857 • All professional degrees meet or exceed the minimum number of quarter-credit hours.
1858
1859
1860 **Weaknesses**
1861 • The multiple and conflicting websites are not user-friendly and do not provide a single access
1862 point for students to obtain accurate program information.
1863
1864 **Plans**
1865 • The School will continue to develop the SPH website as the primary location for all program
1866 information to provide access and transparency to enrolled students, applicants and other
1867 constituents.

1868 **2.3 Public Health Core Knowledge**
1869 **All graduate professional degree public health students must complete sufficient coursework to attain**
1870 **depth and breadth in the five core areas of public health knowledge.**

1871 *2.3.a. Identification of the means by which the school assures that all graduate professional degree*
1872 *students have fundamental competence in the areas of knowledge basic to public health. If this means*
1873 *is common across the school, it need be described only once. If it varies by degree or program area,*
1874 *sufficient information must be provided to access compliance by each program.*

1875 Students enrolled in the MPH programs receive training in each of the five core areas of public health:
1876 biostatistics, epidemiology, environmental health sciences, health services administration, and social
1877 and behavioral sciences. Table 2.3.a.i displays the MPH degree course options for each core area. Course
1878 descriptions are found on the SPH degree website for all SPH courses, as well as the online course
1879 catalogue for PSU courses.

Table 2.3.a.1 Required Courses for MPH on Public Health Core Knowledge Areas			
PH Core Knowledge Area	**Course Name**	**Course Number**	**Credits**
Biostatistics	Introduction to Biostatistics	PHPM 524, BSTA 511, or CPH 530	4
Epidemiology	Epidemiology I	PHPM 512, PHE 530, or CPH 541	4
Environmental Health Sciences	Concepts of Environmental Health	PHPM 518, PHE 580, or CPH 539	3
Health Services Administration	Health Systems Organization	PAH 574, PHPM 519, or CPH 540	3
Social & Behavioral Sciences	Principles of Health Behavior	PHE 512 or CPH 537	3
		Total MPH Core Credits	**17**

1880 Track Coordinators and program faculty ensure consistency in course learning outcomes, content, and
1881 learning activities among different sections of core courses, which multiple faculty members teach.
1882 Offering several sections is helpful to students who desire the flexibility to select a course section that
1883 best meets their scheduling constraints.
1884

1885 *2.3.b. Assessment of the extent to which this criterion is met and an analysis if the school's strengths,*
1886 *weaknesses, and plans related to this criterion.*

1887 This criterion is met.

1888 **Strengths**
1889 • The School offers multiple sections of MPH core courses throughout the academic year.
1890 • The OMPH/SPH standardized syllabi for MPH core course sections to ensure students have the
1891 requisite learning experiences to attain the public health core competencies.
1892 • The CPH exam is required for entering student (for students entering fall 2014) as an
1893 assessment of competency in core knowledge areas and cross cutting skills.
1894
1895
1896
1897

1898 **Weaknesses**

1899 • The School's under-enrollment in some sections of MPH core courses creates inefficiencies
1900 that may limit funding for new programs, create imbalances in teaching loads, and constrain
1901 resources to support faculty research and scholarship.

1902 **Plans**

1903 • The School will implement a plan to optimize resources for teaching MPH public health core
1904 courses by spring 2016.
1905 • The Academic Policy & Curriculum Committee (APCC) will review student results on the CPH
1906 exam to identify needed areas of improvement in the public health core.
1907 • The School will continue to monitor and respond to the changes proposed for MPH education
1908 from the *ASPPH Framing the Future* task force reports.

1909

1910

2.4 Practical Skills

All graduate professional public health degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to the students' areas of specialization.

The school *requires* all MPH professional public health students to complete a formal, supervised field experience (FE) in the practice of public health. The FE (called an "organizational experience" in the HMP track) provides opportunities for students to work on a public health issue relevant to their area of specialization in a wide variety of agencies or organizational settings.

Descriptions of each track's FE requirements, including objectives, competencies, minimum standards, and evaluation methods, are disseminated in Student Handbooks, linked through the School website. The FE requirement is 200 clock hours for 6 graduate credits. Students may complete the field experience in one term or may spread the experience over two terms based on the nature of the practice experience and student's schedule. Core components for the practice experience requirement for the MPH are standardized. They include:

- Select a subset of program competencies to emphasize in the practice experience
- Submit a learning contract signed by the student, advisor, and preceptor
- Provide final deliverables mutually agreed upon by the preceptor and student in the learning contract
- Make an oral presentation on the process and outcomes of the experience
- Assess competency attainment by student, practice preceptor, and faculty
- Graded: A-F

Students apply their learning in the field experiences as a component of the culminating experience in the form of a reflective paper, described in Criterion 2.5. The FE focuses on a limited number of program-level competencies, to which the culminating experience adds the core competencies and other program-specific competencies, courses, and other learning experiences to create a more comprehensive CE or capstone.

The SPH Field Experience Committee, including both faculty and staff coordinators, meets quarterly to review common MPH program-level standards, establish common policies and procedures, and ensure consistency of MPH across the tracks. However, a 2015 review of the Field Experience and Culminating Experience projects across tracks revealed a lack of understanding about the distinct features of each. APCC members agreed greater clarification of the products and expectations for each experience would be helpful. The Field Experience Committee and the APCC are currently working on clarification and expect to have it completed by winter 2017.

Recognizing the need for a centralized FE data tracking system, the School decided to purchase *Simplicity™,* a software system for career services management. With *Simplicity's* implementation in 2017, the School will improve its documentation of FE placements and its ability to conduct standardized preceptor and student assessments of competency attainment. The Field Experience Committee will define system requirements and oversee implementation of the new software system in AY 2016-17.

1951 MPH students must attend a field experience orientation prior to FE course registration. The orientation
1952 covers the expectations, policies, products, and assessments. This information is also available on the
1953 track and program websites. The PHCHD online track conducts the orientation by telephone and email.

Table 2.4.c MPH Students Completing Field Experience by MPH Track			
Program Area	**2013-14**	**2014-15**	**2015-16 (Partial Report)**
	#	#	#
Epidemiology & Biostatistics	12	NA	NA
Biostatistics	NA	1	2
Environmental Systems & Human Health	NA	2	1
Epidemiology	NA	2	0
Health Management & Policy	20	25	3
Health Promotion	17	18	2
Primary Healthcare & Health Disparities	7	12	1
Total MPH Field Experiences	56	65	12
Note: The EPI/BIOS Track divided into two tracks in fall 2014; ESHH Track added fall 2014. 2015-16 reports on partial academic year.			

1954 Recognizing the importance of the field experience, the School increased the capacity of the Field
1955 Experience program and the field experience committee by creating a new position and hiring a 0.50 FTE
1956 Field Experience Coordinator for the MPH programs. Position responsibilities include working with the
1957 Interim Associate Dean for Practice and tracks' Field Experience coordinators to assure consistency
1958 across tracks, standardize materials, implement a common evaluation system, and consolidate
1959 information into one data system. The other 0.50 of the FTE works with the Epidemiology and
1960 Biostatistics faculty to organize, implement, and evaluate those tracks' field experience activities.

1961 **Field Experience (FE) Site Selection.** The field experience (FE) arrangement is a shared responsibility
1962 between the MPH programs and the student. Students work with their advisors to identify an
1963 appropriate site and develop a learning contract signed by the student, the preceptor, and the field
1964 experience coordinator. Many students regard the practice experience as their starting point that marks
1965 the transition from student to public health professional. Students can access information on previous
1966 placements through their faculty, their own research and interests, the track (and future SPH)
1967 FE/Internship Database, and announcements of FE opportunities posted in the biweekly *Oregon MPH*
1968 *Digest* and Program listservs.

1969 Students have multiple formal and informal opportunities to engage with the public health community
1970 during their program of study. Students begin to research FE opportunities three to six months prior to
1971 the anticipated start of their FE to ensure that there is sufficient time to make a final decision and to
1972 obtain all necessary approvals. An appropriate FE site meets the following criteria:

1973   1. Field experience placements can be in a variety of organizations, including local and state public
1974   health agencies, nongovernmental agencies, health-related organizations, educational
1975   organizations, international agencies, or a research lab engaged in public health practice work.
1976   2. The field experience occurs in a formal work setting in which the preceptor is present.
1977   3. The field experience should have a community or population focus.
1978   4. The field experience placement is in an agency or organization other than the student's place of
1979   employment. For students who must complete the field experience at their current or former
1980   employment, the field experience must be distinct from any on-going work assignments and
1981   outside the normal scope of their position for which the student is paid.
1982

1983 **Preceptor Qualifications**. Field experience preceptors must have public heath credentials (formal
1984 training, position, or experience) and has the time and knowledge about the student product to give
1985 directions, guide the project, and provide feedback. Preceptors may not be a current SPH faculty
1986 member to assure an independent external assessment of student competency attainment.

1987 The track Field Experience Coordinator evaluates both appropriateness of the site and qualifications of
1988 the proposed preceptor to verify that the preceptor is able to mentor the student to reinforce and
1989 assess student knowledge, skills, abilities, and competencies.

1990 **Orientation and Support for Preceptors.** Preceptor orientation materials are developed by the
1991 individual tracks and are available online to provide guidance for both students and preceptors.
1992 Although current preceptor guidelines are track-specific, they share several common elements. These
1993 include:

1994 • Description of the field/organizational experience and its purpose;
1995 • Role of the preceptor, including helping to develop the learning contract, specifying the terms of
1996 the placement, and mentoring and guiding the student throughout the experience; and
1997 • Statement of importance of preceptor role in the assessment of student competency.

1998
1999 The Field Experience Committee also recognized the need to develop more consistent preceptor
2000 guidelines and sought advice from the External Advisory Council. The EAC recommended the
2001 development of common guidelines around core elements of the field experience. The Committee is
2002 actively working to develop the common guideline elements for implementation in fall 2016.

2003 **Faculty Supervision.** Coordination of field experiences occurs at the track level among the student, the
2004 student's advisor, and the track's Field Experience Coordinator. The Advisor/Coordinator is responsible
2005 for assuring that the placement conforms to institution-specific policies and guidelines, including any
2006 necessary documentation for the campus' Institutional Review Board and risk management. Once the
2007 student starts the field experience, the MPH Field Experience Coordinator is primarily responsible for
2008 monitoring the student's activities and helping to respond to any changing circumstances.

2009 The individual tracks monitor students' activities during the field/organizational experience. All require
2010 students to submit periodic updates, and all emphasize that students are to communicate immediately
2011 with their faculty advisor/Coordinator should problems or questions arise while in the field placement.

2012 Currently, student progress in the FE is monitored by the faculty member/FE coordinator. In the future,
2013 the *Simplicity*^{TM} system will facilitate management of FE placements; documentation; and faculty,
2014 preceptor, and student evaluations.

2015 **Evaluation of Student Performance.** Oral and written reports are the basis for student assessments, and
2016 include field experience deliverables, final reports, and/or presentations– all of which are evaluated by
2017 FE faculty and coordinator. Additional evaluation measures include preceptors' assessments of student
2018 performance and competency, and students' self-assessment of competency attainment (See Tables
2019 2.4.a.1 and 2.4.a.2). The student must meet his/her measurable learning competencies and all other
2020 terms of the learning contract.

2021

2022

2023

Table 2.4.a.1 MPH Student Self-Assessment of Field Experience Competency Attainment

BIOSTATISTICS	2013-14	2014-15	2015-16
	N=0	N=0	N=1
Competency Met through Field Experience…	Mean	Mean	Mean
Apply appropriate principles of research design and population-based concepts to assess health problems	-	-	
Apply appropriate descriptive and inferential statistical methods to analyze risk determinants	-	-	
Apply descriptive and inferential statistical methods appropriate to study designs	-	-	
Interpret and summarize results and communicate to lay audiences	-	-	
Identify strengths and weaknesses of alternative designs and analytic methods	-	-	
Describe ethical principles pertaining to public health data	-	-	
Identify cultural dimensions of conducting research	-	-	

Notes: Students previously were required to do a Thesis. Beginning with 2014 admissions, all students required to do a 200-hour FE. Biostatistics will have students in the FE spring 2016.

ENVIRONMENTAL SYSTEMS & HUMAN HEALTH	2013-14	2014-15	2015-16
	N=0	N=2	N=0
Competency Met through Field Experience…	Mean	Mean	Mean
Synthesize public health concepts in relation to specialty area	-	-	
Critically evaluate public health information	-	-	
Communication information in writing	-	-	
Communicate information orally	-	-	
Uphold standards of ethical practice	-	-	

Notes: First ESHH student FE in spring 2015. Evaluation did not include competency assessment. Student evaluations revised and include competency assessment for 2015-16.

EPIDEMIOLOGY	2013-14	2014-15	2015-16
	N=1	N=35	N=1
Competency Met through Field Experience…	Mean	Mean	Mean
Population-based concepts of epidemiology	4	3.4	3
Evidence-based knowledge of health determination	4	3.2	2
Variety of statistical methods	4	3.4	3
Formulate and test researchable question	4	3.4	2
Identify ethical problems	4	3.2	3
Identify cultural dimensions	4	3.4	3
Assess and interpret relevant literature	4	3.6	2
Inter-relationships among organization, etc.	4	3.4	2
Communicate public health principles	4	3.4	3

Notes: 4-point scale, 4 is "high"; 2015-16 N is for student who completed the survey Fall term 2015.

HEALTH MANAGEMENT & POLICY	2013-14	2014-15	2015-16
	N=12	N=17	N=*9*
Competency Met through Field Experience…	Mean	Mean	Mean
Ethics	8.9	8.5	3.3
Application of Theory to Practice	8.9	8.1	3.1
Collaboration and Diversity	8.3	7.9	3.3
Policy	8.2	8.1	2.9
Research Design and Application	9.0	7.7	3.2
Performance Improvement	8.2	7.6	2.9
Creativity & Collaboration in Leadership, Management, Policy	8.7	8.3	3.1
Cross-Sector Collaboration	8.1	7.9	3.1
Communication Skills	8.9	8.6	3.2
Critical Thinking	9.0	8.6	3.2

Notes: 9-point scale, 9 is "high"; for 2015-16, a 4-point scale was used with 4 being "high"

Table 2.4.a.2. MPH Student Self-Assessment of Field Experience Competency Attainment

HEALTH PROMOTION	2013-14	2014-15	2015-16
	N=11	N=9	N=3
Competency Met through Field Experience…	Mean	Mean	Mean
Apply theory	3.3	3.5	4.7
Design and implement strategies to promote health	3.4	3.6	4.3
Design and deliver health communications and messages	3.6	3.6	4.3
Apply ethical principles	3.6	3.7	4.7
Research Design and Application	3.4	3.7	4.7
Performance Improvement	3.4	3.6	4.7

Notes: Field experience addresses 6 of 10 competencies; 2013-15: 4-point scale, 4 being best; 2015-16: 5-point scale, 5 being best

PRIMARY HEALTHCARE & HEALTH DISPARITIES	2013-14	2014-15	2015-16
	N=8	N=10	N=3
Competency Met through Field Experience…	Mean	Mean	Mean
Asses, analyze, and synthesize health status of vulnerable populations	-	-	
Lead and participate in inter-professional efforts to address health inequities	-	-	
Conduct, participate in, or apply research	-	-	
Assess and integrate cultural beliefs and practices	-	-	
Develop and apply effective communication strategies	-	-	
Understand principles of public health ethics	-	-	
Employ knowledge of health systems organizations	-	-	

Notes: PHCHD student FE assessments were qualitative and not based on specific competencies. PHCHD will assess competencies using the quantitative scale in spring 2016.

2024

2025 **Evaluation of Field/Organizational Experience Site.** All tracks now require students to complete a
2026 formal evaluation of the placement at the conclusion of the field experience. Students identify a practice
2027 placement that best meets their career goals. (Table 2.4.a.3) Some students found site placement
2028 challenging and noted the need for the programs to clarify expectations.

2029

Table 2.4.a.3. *How did you find your field experience site?*

	2014	2015	2016
	N=98	N=38	*pending*
Found field experience on my own	62%	79%	
My advisor helped me make this connection	18%	5%	
Pursued announcement on E-mail	15%	5%	
Field experience coordinator helped me make this connection	-	8%	
Other	6%	3%	
*Total	101%	100%	

Note: *Total exceeds 100% due to rounding

2030

2031

2032 Students rated their satisfaction with various aspects of their field experience. The satisfaction ratings
2033 ranged from a low of 68% for the "process of selecting a field experience" up to 95% rating for "Overall
2034 satisfaction."

Table 2.4.A.4 Student Satisfaction with the Field Experience by Year			
Students who reported satisfaction	**2014**	**2015**	**2016**
	N=98	N=38	*pending*
Overall satisfaction	88%	95%	
Process of selecting field experience	71%	68%	
Clarity of performance expectations	85%	69%	
Applicability of coursework to field experience	91%	92%	
Relevance of field experience to career/work goals	95%	98%	
Average	86%	84%	
Note: Includes students who selected "satisfied" and "somewhat satisfied."			

2035

2036 Some field experiences lead to student publications and presentations, as well as, state policy changes.
2037 Examples of these remarkable accomplishments of our students include:

2038 • A field experience in health policy that led to new state policies on newborn HIV screening.
2039 • A student field experience in Peru focused on porcine tapeworm epidemiology, which led to a
2040   publication with the faculty mentor.
2041 • A student conducted a secondary data analysis on cancer risk factors of a regional Indian tribe.
2042 • A student field experience along the Thailand-Myanmar border among refugees resulted in a
2043   publication

2044

2045 ***2.4.b. Identification of agencies and preceptors uses for practice experience, by program area for the***
2046 ***last two academic years.***

2047 In the last two academic years, MPH students completed their field experience requirements in over 110
2048 different locations in 6 states. The majority of these sites were within Oregon and the
2049 Portland/Vancouver metropolitan area, reflected the breadth of public health from governmental public
2050 health (state, local), health care systems (national, state, local), coordinated care organizations (Oregon
2051 ACOs), Federally Qualified Health Centers, behavioral health organizations, tribal health organizations,
2052 and many nongovernmental organizations. MPH field experience sites for students are listed in the ERF.

2053

Table 2.4.b.1 Settings for MPH Field Experiences, 2013-14 through 2015-16

	Education Orgs	PH Agencies	Clinical Settings	NGOs	Business/ Industry	Other	Total
2013-14	3	16	9	29	0	5	62
	5%	26%	15%	47%	0%	8%	100%
2014-15	3	17	7	24	2	6	59
	5%	29%	12%	41%	3%	10%	100%
2015-16*	0	4	5	8	0	2	19
	0%	21%	26%	42%	0%	11%	100%

2054

2055 ***2.4.c. Data on the number of students receiving a waiver of the practice experience for each of the last***
2056 ***two years.***

2057 **Not applicable**. The field experience in is required and cannot be waived.

2058 ***2.4.d. Data on the number of preventive medicine, occupational medicine, aerospace medicine and***
2059 ***general preventive medicine and public health residents completing the academic program for each of***
2060 ***the last three years along with information on the practicum rotations.***

2061 The SPH offers one preventive medicine residency program accredited by the Accreditation Council for
2062 Graduate Medical Education, lasting two years and culminating with the MPH degree. OHSU does not
2063 offer residencies in occupational medicine or aerospace medicine.

2064 **Preventive Medicine Residency Training Program**. The PMR residents complete two years of academic
2065 training, including MPH coursework and residency rotations in core areas of public health, health
2066 promotion and disease prevention, and population-based medicine and research. Table 2.4.d.1 lists the
2067 number of physician residents completing the program and Table 2.4.d.2 lists the PMR primary and
2068 additional practicum assignments or rotations completed.

2069

Table 2.4.d.1 Preventive Medicine Residents Completing MPH in Last Three Academic Years			
	2013	2014	2015
	#	#	#
PMR Graduates with MPH	5	3	4

2070
2071
2072

2073

Table 2.4.d.2 Preventive Medicine Residents Practicum Assignments		
Year	Primary Practicum Assignments	Additional Practicum Assignments
2013	Portland Veterans Affairs Medical Center	Oregon Health Authority, OHSU Evidence-based Practice Center, Multnomah County Health Department
	Portland Veterans Affairs Medical Center	-
	Jackson County Health Department	Oregon Health Policy & Research
	Oregon Foundation for Reproductive Health	Multnomah County Health Department
	Columbia Pacific Coordinated Care Organization (CCO)	Oregon Health Authority & Multnomah County Health Department
2014	Portland Veterans Affairs Medical Center	Oregon Health Authority & Multnomah County Health Department
	Oregon Community Health Information Network (OCHIN: (Federally Qualified Health Centers network)	-
	OHSU Center for Evidence-based Policy	Oregon Health Authority Transformation Center
2015	Portland VAMC	-
	Multnomah County Health Department	-
	Oregon Health Authority	-
	Clackamas County Health Department	Multnomah County Health Department

2074
2075
2076 ***2.4.e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths,***
2077 ***weaknesses and plans relating to this criteria***

2078 This criterion is met.

2079 **Strengths**
2080 • The SPH has longstanding relationships with practice communities and field experience sites across
2081   myriad settings.
2082 • MPH program-level practice requirements are aligned across tracks; the FE Committee reviews the
2083   practice requirements annually to assure compliance and update standards as needed.
2084 • Students use the FE Learning Contract to identify competencies and learning outcomes they will
2085   develop through their applied practice experience.
2086 • Students use the FE to develop higher levels of competency attainment, confirm (or re-assess)
2087   career goals, and identify areas for ongoing professional development.

2088
2089 **Weaknesses**
2090 • Procedures related to maintaining data and information about practice experiences are inconsistent.
2091 • Implementation of the key features of the practice experience is uneven.

2092 • Standardizing and improving the reliability and validity of FE assessments will provide valuable
2093   information to improve curricula and learning experiences.

2094
2095 **Plan**
2096 • SPH will Implement *Symplicity* ™software to create a comprehensive database of practicum sites to
2097   improve coordination, provide on-site student support, ensure consistent assessment of students,
2098   preceptors, and practice sites, and oversee compliance by each program.
2099 • FE assessment data will be shared with the APCC Assessment Subcommittee to identify potential
2100   curricular improvements, and with the External Advisory Committee to ensure ongoing relevant of
2101   program and track competencies.

2102 ## 2.5 Culminating Experience

2103 **All graduate professional degree programs, both professional public health and other professional**
2104 **degree programs, identified in the instructional matrix shall assure that each student demonstrates**
2105 **skills and integration of knowledge through a culminating experience.**

2106 *2.5.a. Identification of the culminating experience is required for each professional public health and*
2107 *other professional degree program. If this is common across the school's professional degree*
2108 *programs, it need be described only once. If it varies by degree or program area, sufficient information*
2109 *must be provided to access compliance by each.*

2110 The Culminating Experience is the end-of-program assessment for the MPH program. For all tracks, the
2111 public health Field Experience is an integral component of the Culminating Experience to which the
2112 student adds a Reflective Paper. Both components of the Culminating Experience focus on the
2113 competencies the student acquired through their academic coursework and important to the career the
2114 student envisions. The student completes the Field Experience and Culminating Experience during the
2115 same term or terms.

2116 The Biostatistics track requires the Reflective Paper and a [comprehensive exam](#) that focuses on
2117 competencies addressed in the five required courses. The exam assesses students' ability to integrate
2118 statistical knowledge and skills including critical thinking, independent problem solving, and
2119 interpretation of results in the context of a research question. Passing the exam or completion of the
2120 remediation project is required for graduation.

Table 2.5.a Culminating Experience Requirements by MPH Track	
Track	**Culminating Experience Format**
Biostatistics	Reflective Paper & Comprehensive Exam
Environmental Systems & Human Health	Reflective Paper
Epidemiology	Reflective Paper
Health Management & Policy	Reflective Paper
Health Promotion	Reflective Paper
Primary Healthcare & Health Disparities	Reflective Paper (Beginning in Fall 2016)

2121

2122 **Assessment of the Reflective Paper.** Each MPH track determines how to assess student performance on
2123 the Culminating Experience. In most tracks, a faculty member evaluates each product, while some tracks
2124 use specific culminating experience evaluation forms. There is no standard rubric for the assessment of
2125 the Reflective Paper.

2126

2127

2128

2129

2130

2131 ***2.5.b. Assessment of the extent to which this criterion is met and an analysis if the school's strengths,***
2132 ***weaknesses, and plans related to this criterion.***

2133 This criterion is met.

2134 **Strengths**
2135 • All MPH tracks require a reflective paper as the culminating experience for graduation. Some
2136 require students to leverage the practice experience to complete a more holistic analysis of their
2137 competencies.
2138 • Tracks have the flexibility to determine additional demonstrations of competency such as the
2139 comprehensive exam in biostatistics.
2140

2141 **Weaknesses**
2142 • The APCC and the FEC are discussing how to distinguish the deliverables for the field experience
2143 and the culminating experience to improve clarity for the students.
2144 • The APCC is considering the addition of an assessment subcommittee to oversee the development
2145 of a protocol for competency that includes elements common to all programs, but still allows
2146 flexibility to address program-specific competencies and students' professional interests.
2147

2148 **Plans**
2149 • The APCC is addressing the distinction between the CE and the FE in order to develop separate
2150 and distinct products or learning opportunities, as well as the use of a common rubric, a common
2151 scale, and faculty's engagement in the process in order to develop key features of the assessment
2152 process for the culminating experience and ensure high quality of student work.
2153 • Define system requirements and implement *Symplicity* software to create standardized and
2154 customizable elements of a comprehensive database to retain information that can be used for
2155 program improvement.
2156

2157 **2.6 Required Competencies**
2158 **For each degree program and area of specialization within each program identified in the instructional**
2159 **matrix, there shall be clearly stated competencies that guide the development of degree programs.**
2160 **The school must identify competencies for graduate professional public health, other professional and**
2161 **academic degree programs and specializations at all levels (bachelor's, master's and doctoral).**

2162 *2.6.a. Identification of a set of competencies that all graduate professional public health degree*
2163 *students and baccalaureate public health degree students must attain. There should be one set for*
2164 *each graduate professional public health degree and baccalaureate public health degree offered by*
2165 *the school.*

2166 **All MPH students must attain the following competencies:**

2167 1. Apply evidence-based knowledge of health determinants to public health issues.
2168 2. Select and employ appropriate methods for design, analysis, and synthesis to address
2169   population-based health problems.
2170 3. Integrate understanding of the interrelationship among the organization, delivery, and financing
2171   of health-related services.
2172 4. Communicate public health principles and concepts through various strategies across multiple
2173   sectors of the community.
2174 5. Employ ethical principles and behaviors.
2175 6. Enact cultural competence and promoting diversity in public health research and practice.
2176 7. Apply public health knowledge and skills in practical settings.

2177
2178 **All baccalaureate students in Health Studies must attain the following core competencies:**

2179 1. Demonstrate an understanding of the history and role of public health and how it functions in
2180   society.
2181 2. Identify population health challenges including socio-economic, behavioral, biological,
2182   environmental and other factors that impact human health and contribute to health disparities.
2183 3. Demonstrate knowledge of basic concepts, methods, and tools of public health data collection,
2184   use, interpretation and analysis.
2185 4. Apply fundamental concepts and features of project implementation, including planning,
2186   assessment, and evaluation.
2187 5. Explain the fundamental characteristic and organizational structures of the US health care
2188   system as well as the differences in systems in other countries.
2189 6. Demonstrate knowledge of the basic concepts of legal, ethical, economic, and regulatory
2190   dimensions of health care and public health policy.
2191 7. Describe the role of communications in public health along with basic concepts of effective
2192   messaging for the target audience and the use of various delivery methods including oral,
2193   written, and electronic technology.
2194 8. Apply, integrate, and synthesize knowledge through engagement in a cumulative field
2195   experience or capstone.

2196
2197 *2.6.b. Identification of a set of competencies for each concentration, major or specialization*
2198 *(depending on the terminology used by the school) identified in the instructional matrix. The school*
2199 *must identify competencies for all degrees, including public health professional degrees, graduate*

2200 *academic degrees, graduate other degrees, as well as baccalaureate public health degrees and other*
2201 *bachelor's degrees.*

2202 The Course of Study for each MPH track is found in ERF. A set of competencies for each MPH track
2203 follows.

2204 **MPH PROGRAM-SPECIFIC COMPETENCIES**

2205 **Biostatistics**

2206   1. Apply appropriate principles of research design and population-based concepts to assess health
2207   problems.
2208   2. Apply appropriate descriptive and inferential statistical methods to analyze risk determinants of
2209   disease and health conditions.
2210   3. Apply descriptive and inferential statistical methods that are appropriate to the different study
2211   designs used in public health research.
2212   4. Interpret and summarize results and communicate them to lay and professional audiences, in
2213   the context of proper public health principles and concepts.
2214   5. Identify strengths and weaknesses of alternative designs and analytic methods, and critically
2215   review and assess statistical analyses presented in public health literature.
2216   6. Describe basic ethical principles pertaining to the collection, maintenance, use, and
2217   dissemination of public health data.
2218   7. Identify cultural dimensions of conducting research, including culturally sensitive recruitment of
2219   study participants, and develop strategies for interpretation of data in the larger cultural
2220   context.

2221 **Environmental Systems & Human Health**

2222   1. Communicate the relationship between environmental systems and human health, particularly
2223   in response to a changing climate.
2224   2. Analyze how environmental hazards (chemical, physical and biological) interact with natural and
2225   built systems, including the mechanisms of their adverse effects on humans.
2226   3. Evaluate the risk of environmental exposures to human populations through the incorporation
2227   of exposure, toxicological, and other relevant data into risk assessment methodology.
2228   4. Specify approaches for assessing, preventing, controlling environmental, and occupational
2229   hazards that pose risks to human health and safety.
2230   5. Assess and interpret relevant literature in the area of public health and environmental hazards.
2231   6. Explain the general mechanisms of toxicity in eliciting a human health effect in response to
2232   various environmental and occupational exposures.
2233   7. Describe federal and state regulatory programs, guidelines, and authorities that control
2234   environmental and occupational health issues.
2235   8. Integrate, synthesize, and apply theory to practice in the context of a research study, policy
2236   development, or environmental exposure.
2237   9. Demonstrate cultural competency in community settings.
2238   10. Apply ethical principles that govern the practice of environmental risk assessment,
2239   management, and communication.

2240

2241 **Epidemiology**

2242   1. Apply population-based concepts of epidemiology and risk determination to the assessment of
2243   health problems.

2244 2. Apply evidence-based knowledge of health determinants to public health issues.
2245 3. Apply and interpret a variety of statistical methods commonly used in medical and public health
2246   research.
2247 4. Formulate and test a researchable question.
2248 5. Identify ethical problems that arise when epidemiology is used to guide public health policy
2249   decisions.
2250 6. Identify cultural dimensions of conducting research, including culturally sensitive recruitment of
2251   study participants, and develop strategies for interpretation of data in the larger cultural
2252   context.
2253 7. Assess and interpret relevant literature in the area of public health and epidemiology.
2254 8. Communicate public health principles and concepts through various strategies across multiple
2255   sectors of the community.

2256

2257 **Health Management & Policy**

2258 1. Conceptualize, analyze, and resolve problems related to health services delivery and finance.
2259 2. Identify and apply economic, financial, legal, organizational, political, and ethical theories and
2260   frameworks.
2261 3. Employ appropriate qualitative and quantitative techniques to manage human, fiscal,
2262   technological, information, physical, and other resources.
2263 4. Establish and manage systems and processes to assess organizational performance for
2264   continuous improvement of quality, safety, and effectiveness.
2265 5. Act ethically and professionally, and be responsive to community variations in cultures and
2266   sociodemographics.
2267 6. Lead in all levels of public and private health services organizations.
2268 7. Communicate, solve problems, and make decisions related to health policy and management in
2269   the public and private sectors.
2270 8. Integrate theory and practice to plan, implement, and evaluate strategies and policies in health
2271   services programs, systems, and organizations.

2272

2273 **Health Promotion**

2274 1. Apply theory in the development, implementation, and evaluation of health promotion
2275   interventions, programs, and policies.
2276 2. Develop interventions and programs to effect change at multiple levels, including individual,
2277   community, organizations, and policy.
2278 3. Design and implement strategies to promote health.
2279 4. Solicit and integrate input from community and organization stakeholders.
2280 5. Design and deliver health communication messages.
2281 6. Evaluate and interpret results from program evaluations and other research.
2282 7. Define research problems, frame research questions, design research procedures, and outline
2283   methods of analysis.
2284 8. Apply ethical principles that govern the practice of public health.
2285 9. Enact cultural competency in diverse social and cultural communities.
2286

2287 **Primary Healthcare & Health Disparities**

2288 1. Assess, analyze, and synthesize the health status of vulnerable populations.

2289   2. Identify, develop, and manage interventions to promote and protect the health of populations
2290   at risk.
2291   3. Lead and participate in interprofessional efforts to address health inequities with community
2292   partners.
2293   4. Conduct, participate in, or apply research which improves the health of a population.
2294   5. Assess and integrate cultural beliefs and practices into public health interventions.
2295   6. Develop and apply effective communication strategies across multiple sectors of the
2296   community.
2297   7. Understand the principles of public health ethics and apply them to public health practice.
2298   8. Employ knowledge of health systems organization and health care finance to population based
2299   health problems.
2300   9. Apply quality improvement and risk management principles in the development, management
2301   and/or evaluation of population health services.
2302   10. Understand and participate in the process of grant and proposal development.
2303   11. Employ techniques to manage human, fiscal, and other public health resources.

2304
2305

2306 The Course of Study for the concentrations offered for BA/BS in Health Studies and the BS in Applied
2307 Health & Fitness are found in ERF. The competencies for each concentration follow.
2308

BACHELOR'S CONCENTRATION-SPECIFIC COMPETENCIES

2309 **Aging Services**

2310   1. Identify the physiological and psychological health issues of aging.
2311   2. Demonstrate an understanding of the social and economic aspects of aging.
2312   3. Apply knowledge of aging to the administration of aging services and long-term care programs.
2313   4. Demonstrate the ability to incorporate sound business principles and practices in the
2314   administration of aging services and long-term care programs.

2315
2316 **Community Health Education**

2317   1. Conduct an ethical analysis of public health interventions, identifying potential ethical concerns
2318   and conflicts, and balancing burdens and benefits across populations.
2319   2. Understand the implications of working with and creating public health policies and
2320   interventions for populations typically marginalized by health and social status.
2321   3. Recognize and describe the importance of marketing and marketing skills in public health work
2322   including challenges.
2323   4. Identify, analyze, and apply tools used for marketing and influencing public health from
2324   individual behavior to policy and advocacy.
2325   5. Discuss the association between population growth and the dissemination of environmental
2326   pollutants.
2327   6. Describe the specific applications of environmental health concepts to fields such as water and
2328   air quality, food safety, occupational health, and injury prevention.
2329   7. Understand public health data collection, use, and analysis, and why evidence based approaches
2330   are an essential part of the public health practice.

2331	8.	Identify population health basic processes, approaches, and interventions that address major
2332		health related needs and concerns of populations.
2333	9.	Apply fundamental concepts and features of program implementation including planning,
2334		assessment and evaluation.

2335

Health Science

2337	1.	Prepare students to pursue an advanced or professional degree in the health field.
2338	2.	Complete required coursework in science and social science for pre-professional programs such
2339		as nursing, OT, PT, dentistry, medicine, etc.
2340	3.	Describe the role public health plays in the health of individuals and the population.
2341	4.	Demonstrate an understanding of current health topics and their application to the health
2342		profession.

School Health

2344	1.	Master health education specific coursework as required by the Oregon Department of
2345		Education: State Benchmarks: School Health.
2346	2.	Demonstrate an understanding of the techniques and strategies for effective instruction to
2347		create an innovative learning environment.
2348	3.	Design and implement health curricula for middle and high school students.
2349	4.	Explain cultural competency and determinants of health.
2350	5.	Develop strategies to promote the health of children and youth.

2351

Applied Health & Fitness

2353	1.	Understand and apply the ethically sound and socially responsible methodologies to design,
2354		implement, and evaluate Health and Fitness at individual and programmatic levels.
2355	2.	Evaluate and analyze research in Health, Fitness, Nutrition, and Disease.
2356	3.	Use sound anatomical and physiological principles to evaluate and analyze responses and
2357		adaptations to exercise/physical activity in diverse populations across the lifespan.
2358	4.	Understand and apply the proper exercise technique instruction to reduce injuries and improve
2359		performance.
2360	5.	Construct and implement data supported plans for evaluating functional capacity/fitness in a
2361		diverse population across the lifespan.
2362	6.	Develop effective communication skills used to foster a supportive environment to produce
2363		positive behavior change.

2364 ***2.6.c. A matrix that identifies the learning experiences (i.e., specific course or activity within a course,***
2365 ***practicum, culminating experience, or other degree requirement) by which the competencies defined***
2366 ***in Criteria 2.6.a and 2.6.b are met.***

2367 All competency matrices, organized by degree level and program, are located in the ERF Tables 2.6.c.1 to
2368 Table 2.6.c.18. Within a program competency matrix, each competency is linked to a specific course or
2369 courses and designated as **"P"** (Primary) to indicate that the course introduces knowledge and skills
2370 necessary for students to achieve the competency, or **"R"** (Reinforcing) to indicate that the course
2371 reinforces knowledge and skills necessary for students to achieve the competency.

2372 ***2.6.d. An analysis of the completed matrix included in Criterion 2.6.c. If changes have been made in***
2373 ***the curricula as a result of observations and analysis, such changes should be described.***

2374 Assessments of student competency attainment are based on a blend of direct and indirect
2375 measurements such as follows: student and alumni self-assessments; faculty and preceptor
2376 assessments of student performance and competency attainment related to field experience projects;
2377 faculty assessments of student performance in courses; and meetings between students and their
2378 faculty advisors. At least annually, faculty within each track meet to review these assessment results and
2379 identify needed modifications to courses and the track curriculum. Examples of recent curricular
2380 changes that have resulted from analyses of completed matrices include:

2381 • Expanded the required MPH core course, *Epidemiology Survey*, from 3 to 4 credits and
2382   standardized course syllabi and content to ensure consistency;
2383 • Revised core courses and increased electives in the MPH in Environmental Systems & Human
2384   Health;
2385 • Updated *Social Epidemiology Methods & Theory*, a required course in the Community Health
2386   PhD curriculum, to better reflect current trends and improve alignment with SPH mission;
2387 • Added new advanced methods training to the *Doctoral Seminar in Epidemiology* resulting in
2388   updates to program-level competencies within the PhD curriculum;
2389 • Replaced the five MPH core courses in the academic programs (the three PhD programs, MS in
2390   Biostatistics and the MA/MS in Health Studies) with two courses (*Epidemiology Survey* and
2391   *Foundations in Public Health*) to provide the grounding experience in public health and
2392   epidemiology for students in the academic programs who enter without an MPH.

2393 Other examples of program-level changes include the implementation of MPH competency self-
2394 assessments for all tracks, and an introductory seminar familiarizes new students with the MPH core
2395 and track-specific competencies.

2396 ***2.6.e. Description of the manner in which competencies are developed, used, and made available to***
2397 ***students.***

2398 The initial development of MPH Program competencies for the OMPH program relied on several
2399 competency sets including those of the Council on Linkages, Johns Hopkins Community Health Scholars,
2400 the National Commission on Health Education Credentialing, and the ASPPH MPH Core Competency
2401 Model. Following approval of the core program-level competencies, , the curriculum was *back designed*
2402 based on a modified curriculum-development method detailed in *Understanding by Design* (Wiggins &
2403 McTighe, 1998), this ensuring alignment of competencies at all levels and maintaining the program's
2404 focus on the knowledge, skills, and abilities that students are expected to acquire.

2405 Track coordinators/ program directors reviewed the program-level competency statements against the
2406 required courses for each track/program and created competency matrices. During New Student
2407 Orientation, one session focuses on the competency-based nature of the SPH programs. Each syllabus
2408 for core and required public health courses includes the course learning objectives and specific
2409 competencies addressed in that course. End-of-term course evaluations ask students to rate the course
2410 on its effectiveness in addressing the stated competencies. As noted in Criterion 1.2.a, SPH
2411 Administration collects, processes, and summarizes the results of course evaluations. Faculty and other
2412 instructors review evaluation results for the courses they taught, and program directors and track
2413 coordinators review both individual and unit-level course evaluation results for assessment, planning,
2414 and quality assurance purposes. Finally, the Dean's leadership team reviews evaluation results and plans
2415 for ongoing quality improvement.

2416 ***2.6.f. Description of the manner in which the school periodically assesses changing practice or research***
2417 ***needs and uses this information to establish the competencies for its education programs.***

2418 The SPH assesses both the currency of its curriculum and the continued relevance of its program
2419 competencies in meeting students' public health practice and education needs through a variety of
2420 measures. These measures include

2421 • Faculty monitoring of developments and changing practice needs within their specialties;
2422 • Using feedback received from the alumni survey about the relevance of the curriculum and
2423 competencies for their professional practice;
2424 • FE preceptor evaluations of student performance and competency attainment, and the
2425 relevance of the competencies to their area of practice;
2426 • Input from the program's External Advisory Council (EAC) regarding alignment of curricula
2427 and competencies to public health practice and research needs;
2428 • Ongoing formal (e.g. funded research) and informal (e.g. community service and
2429 appointments to professional committees) interactions with local and state public health
2430 professionals.

2431 The variety of measures coalesce within the Academic Policy and Curriculum Committee (APCC), which
2432 reviews and assesses the degree to which the School's curricular programs adequately address changing
2433 needs and trends in public health education and practice. Individual committee members (program
2434 directors and track coordinators) also help to maintain sensitivity to changing needs among student
2435 populations, proposing changes to track/program competencies to reflect significant trends. Although
2436 implementation of program and track competencies is relatively nascent, based on changes in
2437 professional competencies, feedback from the EAC, and faculty members' observations of professional
2438 needs and trends, the APCC identified the need to integrate a biology component into the program. The
2439 APCC considered adding a new course, or weaving biology content into one or more core courses.
2440 Favoring the latter approach, two tracks agreed to pilot the inclusion of biology content in existing
2441 courses – HP will pilot PHE519 *Etiology of Disease* and PHCHD will pilot two courses CPH527
2442 *Epidemiology of Disease* and CPH526 *Epidemiology of Aging*.

2443 ***2.6.g. Assessment of the extent to which this criterion is met and an analysis of the school's strengths,***
2444 ***weaknesses and plans related to this criterion.***

2445 This criterion is met.

2446 **Strengths**
2447 • The SPH faculty ensure that the core and program-level competencies map to the learning
2448 experiences.
2449 • The School provides multiple opportunities for students to develop and demonstrate competencies
2450 through core, required, and elective courses, field experience, and dissertation research.
2451

2452 **Weaknesses**
2453 • SPH falls short in meeting administrative and management responsibilities to orient and train new
2454 and existing faculty in competency-based course design and assessment.
2455 • Ensuring students understand competency-based education, acquire the requisite knowledge, skills,
2456 and abilities through their programs of study, and effectively monitor and assess their competency
2457 attainment and ongoing professional development needs.

2458
2459

2460 **Plan**

2461 • The Office of the Dean will sponsor sessions for faculty on competency-based course alignment grid
2462   development and assessment of competency.

2463 • The School will continue to assess and monitor student competency attainment at the course, track
2464   and program levels, and will use the results for program improvement.

2465

2466

2.7 Assessment Procedures

There shall be procedures for assessing and documenting the extent to which each professional public health, other professional and academic degree student has demonstrated achievement of the competencies defined for his or her degree program and area of concentration.

2.7.a. Description of the procedures used for monitoring and evaluating student progress in achieving the expected competencies, including procedures for identifying competency attainment in practice or research, as applicable, and in culminating experiences.

As part of the School's commitment to continuous improvement, the SPH developed a school-level process that is reflective of the institutional processes to ensure high quality teaching and learning at all degree levels.

To both understand and accommodate range of assessment development needs within and among degree programs, the Academic Policy & Curriculum Committee has worked diligently throughout the year to consider appropriateness of assessment procedures within degree programs and to address key assessment questions (e.g., optimal balance between direct and indirect assessment measures). This process began with the review and subsequent revision of competency matrices referred to in 2.6.b, continued during monthly APCC meetings, and involved program coordinators/directors in special work sessions as needed.

As a result of this work, the School has adopted a framework for assessing student competencies along with an assessment cycle. Approved by the APCC, the framework reflects the natural milestones for students and assures that students receive timely feedback about how well they are doing overall towards achieving the core and program-specific competencies.

Figure 2.7.a.1 SPH Assessment Framework
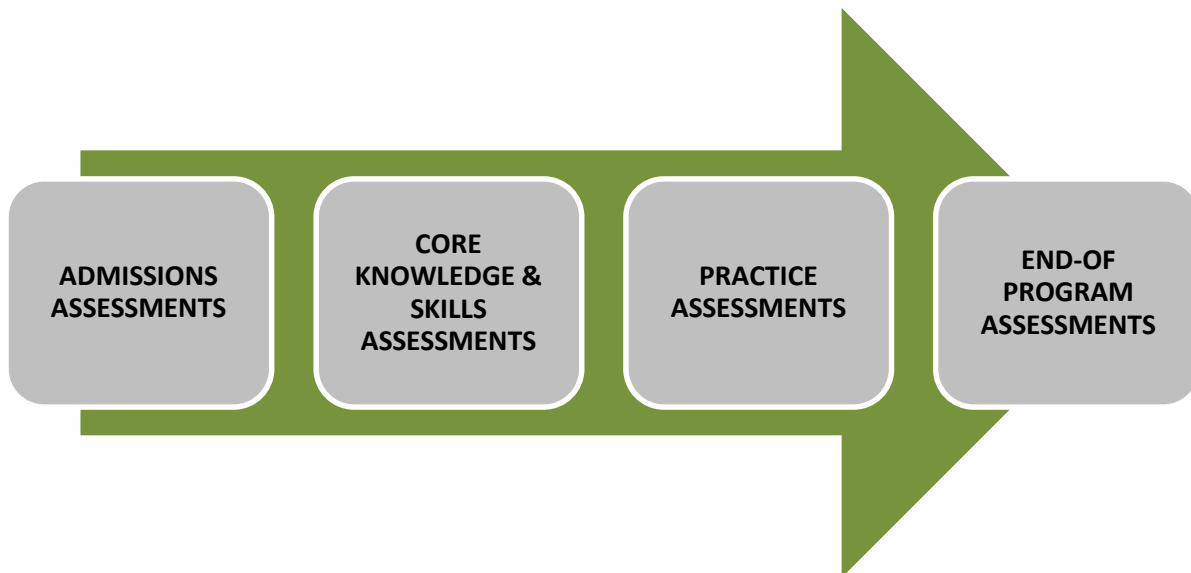
ADMISSIONS ASSESSMENTS → CORE KNOWLEDGE & SKILLS ASSESSMENTS → PRACTICE ASSESSMENTS → END-OF PROGRAM ASSESSMENTS

2492 As part of the School's commitment to continuous quality improvement, the SPH's school-level
2493 processes reflect the institutional processes to ensure high quality teaching and learning at all degree
2494 levels. The process for learning outcomes assessment begins with the program/track faculty developing
2495 an assessment plan. The key features are seven as follows:

2496   1. Identification of program-specific competencies
2497   2. Development of a competency matrix or map that aligns each competency with learning
2498   experiences
2499   3. Creation of course – specific learning outcomes to provide opportunities in learning experiences
2500   to progress toward competency attainment
2501   4. Selection of assessment(s) designed to measure competency attainment
2502   5. Development of standardized rubrics or criteria for judging competency attainment
2503   6. Development of process for reviewing assessment results
2504   7. Specification of how the assessment data improve academic programs.

2505

2506 Table 2.7.a.2 lists the progress in implementing the school-level assessment plan by program and level
2507 of study. With the transition from the Oregon MPH Program with only 6 tracks to an SPH with 14
2508 different programs, competency development and competency assessment increased in complexity. It
2509 necessitated the development of a more formalized process including the development of the SPH
2510 Assessment Framework and the identification of the features for an assessment plan to create a
2511 systematic School-wide approach to assessment. The programs are in different stages of development,
2512 but all are making great progress. The expectation is that all 14 programs will complete unit-level
2513 assessment plans by the end of 2016-17.

2514 The assessment matrices lists the competency by assessment activity/mode. It represent an ongoing
2515 evaluative process that the School uses to measure student achievement of the competencies.

2516

Table 2.7.a.2 Status of the School's Assessment Planning by Program and Level of Study

Assessment Plan Elements	MPH						BA/BS					MS		PhD		
	BIO	ESHH	EPI	HMP	HP	PHCHD	AS	CHE	HS	SH	AHF	BIO	HS: PAE	CH	EPI	HSP
1 Identified program-specific competencies (3 to 5 preferred in a workforce context)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2 Developed competency matrix or curriculum map that aligns each competency with learning experiences	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3 Created course – specific learning outcomes to provide opportunities in learning experiences to progress toward competency attainment	X	X	X	X	X	X	P	P	P	P	P	X		X	X	X
4 Selected assessment(s) for each competency designed to measure competency attainment	X	X	X	P	P	X	P	P	P	P	P	P	X	X	X	X
5 Developed standardized rubrics or criteria for judging student competency attainment	X	X	P	X	P	X	P	P	P	P	P	P				
6 Developed process for reviewing assessment results	X	P	X	P	P	X	P	P	P	P	P	X		P	P	P
7 Identified how the assessment data are used to improve academic programs (close the loop).	P	P	P	P	P	X	P	P	P	P	P	P		P	P	P

Note: Based on Track/Program Director on April 1, 2016. Blank cells indicate that faculty work is very rudimentary in spring 2016 with more activity expected in 2016-17 to complete the unit-level assessment plans.

2517

2518 Table 2.7.a.3 identifies the assessments required by degree or level of study using the Assessment
2519 Framework. The assessments identified within cells represent the minimum assessments conducted by
2520 each degree level. Table 2.7.a.4 provides examples of these assessments and how the faculty groups are
2521 using assessment information as feedback to improve programs.

Table 2.7.a.3 Assessments by Level of Study

Level	Admissions Assessments	Core Knowledge & Skills Assessments	Practice Assessments	End of Program Assessments
BA/BS	SAT or ACT Scores HS GPA CC GPA	Course assessments	Internship Report	Senior Capstone ≥2.0 GPA Completion Rates Job Placement
MPH	GRE Scores UG GPA Reference Letters Personal Statement	CPH Examination Comp Exam 1 (BIOS only) Course assessments	Field Experience Report FE Self-Assessment FE Preceptor Assessment FE Survey	Culminating Experience Comp Exam 2 (BIOS only) ≥3.0 GPA Completion Rate Job Placement
MA/MS	GRE Scores UG GPA Reference Letters Personal Statement	Course assessments Comp Exam, Part 1		HS: Thesis or Project BIOS: Comp Exam, Part 2 Completion Rate Job Placement
PhD	GRE Scores UG GPA Masters GPA Reference Letters Personal Statement	Written Qualifying or Comprehensive Examination to advance to candidacy	Research Proposal	Written Dissertation & Oral Examination ≥3.0 GPA Completion Rate Job Placement
NOTES: GRE=Graduate record Examination, GPA= grade point average; HS=high school, CC=community college				

2522

Table 2.7.a.4 Program Competencies and Learning Outcomes Assessment Examples		
Program Competency	**Assessment Method and Results**	**Feedback & Proposed Actions**
MPH in Health Promotion (Lynne Messer, PhD, Track Director)		
Apply ethical principles that govern the practice of public health	We used an oral comprehensive exam to assess whether HP students could apply ethical principles to public health issues. HP faculty discussed the culminating experience in faculty meeting as well as perceived weaknesses in other competencies identified in the 2013 Alumni Survey –methods, ethics, and the biological basis for disease.	The faculty decided to add three required courses *Etiology of Disease*, *Qualitative Methods,* and *Ethics* to build student competency. We changed the culminating experience (FROM ungraded field experience, field experience report, and oral comprehensive exam TO a graded field experience, field experience report, and oral presentation of the field experience.)
MPH in Epidemiology (Janne Boone-Heinonen, PhD, Track Director)		
Formulate and test a researchable question	***Epidemiology Data Analysis and Interpretation*** is an integrative course taken after completion of the first year sequences for Epidemiology and Biostatistics and prior to the field experience. Students complete exercises and an epidemiologic study using a national dataset to test a research question Final products graded A-F: *Written report*: scored by instructor lead on project *Public presentation*: scored (rubric attached) by at least 3 faculty Mean scores (range 1= "exceptional" to 9="lowest.") Among 8 groups in 2015: • Background/rationale: 2.4 • Study design: 2.0 • Analytic approach: 2.3 • Results: 2.5 • Discussion: 2.4 • Presentation quality: 2.5	This new course offered in 2014 to strengthen program competencies 1-4 by providing structured, standard instruction and guidance for practical aspects of conducting an epidemiologic data analysis study. These skills were developed through the required thesis. In the first year, the integrative nature of the course enabled instructors to identify areas in which students needed additional learning opportunities. Examples include assessment of interactions, confounding assessment, and distinction of confounders and mediators. The faculty added instruction integrated into epidemiology prerequisite coursework on the utility of Directed Acyclic Graphs for variable selection, We are currently making plans to (a) further strengthen and integrate these areas into the epidemiology sequence and EpiData, (b) operationalize a formal feedback loop between EpiData and prerequisite courses, and (c) improve alignment of course assessments (EpiData, 1-year epidemiology sequence) with program competencies.

MPH in Health Management & Policy (Neal Wallace, DrPH, HMP Track Director)		
Act ethically and professionally, and be responsive to community variations in cultures and socio-demographics.	Review of course materials – syllabi, course evaluations, coursework, faculty observations - from PAH 573 E*thics & Values in Healthcare,* a focal course for this competency, to assure that it is current and aligned with program competency	Assessment and feedback is ongoing. Intent is to complete review with update/revisions to PAH 573 for Fall 2016.
MPH in Primary Healthcare & Health Disparities (Deb Messecar, PhD, PHCHD Track Director)		
Assess and integrate cultural beliefs and practices into public health interventions. *Develop and apply effective communication strategies across multiple sectors of the community.*	**CPH 521 *Social Determinants of Health,*** requires student to conduct a population assessment. This community assessment focuses on health problems influenced by social, political, and economic factors (social determinants). Students prepare a report that assesses data and develops a strategic program to minimize the health disparities experienced by the identified population for a policy maker, potential supporter, or potential funder.	8 MPH students completed and passed in 2014 17 MPH students completed and passed in 2015 Students received detailed feedback from the instructor and via student peers in the forum discussions.
MPH in Biostatistics (Rochelle Fu, PhD, BSTA Track Director)		
Identify strengths and weaknesses of alternative designs and analytic methods, and critically review and assess statistical analyses presented in public health literature.	**Comprehensive Exam** has two parts (written and lab) reflective of five required courses in Biostatistics and evaluation of statistical methods in a published journal article. The exam uses a Pass/No Pass grading system. The exam is graded by the faculty who provide questions and evaluated by the comprehensive exam committee. The first cohort of MPH in Biostatics students (3) took the written part of the exam in September, 2015; one passed and two failed and need to retake the exam.	The track coordinator checked on each student who did not pass to discuss plans and preparations to retake the exam. These students are also encouraged to meet with their advisors and instructors to get advice on how to prepare the next exam. Group advising session was held in the beginning of Spring quarter to address students' questions on the comprehensive exam, which will be offered in the middle of the Spring quarter.

Core Knowledge and Skills Assessment

The CPH Exam tests knowledge in the five core public health areas – biostatistics, epidemiology environmental health sciences, health policy, and management, social and behavioral sciences – and cross cutting skills. The faculty selected the exam to assess students' core knowledge and crosscutting skills and replace student self-assessment of core competencies. Students enrolled in the MPH program are eligible to sit for the exam after completing the five core public health courses. The SPH coordinates eligibility, approval, and registration for the exam. Local test-taking centers offer the CPH exam three times per year, and all MPH program students pay the discounted institutional rate of $250.

Students who do not pass the CPH exam on their first attempt are required to take the exam a second time. Students use the subscale information provided by the testing service to discuss how to help strengthen their subsequent performance before re-taking the examination with the track coordinator. If a student fails a second time, the Track Coordinator and Associate Dean for Academic Affairs develop a remediation project.

Passing the exam or completing the remediation project is a requirement for graduation. Once students pass the exam and fulfill all graduation requirements, they may include the CPH designation after their name.

Practice Assessments

The School uses three different terms to describe practice experiences including "internship" for undergraduates, "organizational experience" for MPH students in HMP, and "field experience" for the remaining five MPH tracks. The MPH practice experience emphasizes the importance of track/program competencies. In consultation with the field experience advisors and their site preceptors, students select several competencies on which to base their FE/OE, design FE/OE activities and projects to add appropriate competency-based experience, and develop a learning contract that focuses on a subset of the program-specific competencies. Results of their work must map to track competencies per the minimum standards for that track (Criterion 2.4 and Exhibit 2.4.a.ii). Field/organization preceptors also assess students' performance of track competencies as part of their student evaluations. From this comparison of self-assessment and preceptor assessment, we determine any performance gaps useful for faculty advising, as well as, common themes and recommendations for changes in the curriculum. The required internship in the bachelor's in health studies program also includes a learning contract. Criterion 2.4 describes the assessments for the practice experience in more detail.

Culminating Experience (End-of-Program Learning Outcomes Assessments)

Each faculty group develops the most appropriate culminating experience for the program. These assessments include reflective paper, comprehensive exam, thesis, or dissertation.

> **Reflective Paper.** Students in all six MPH tracks are required to reflect upon their ability to demonstrate all of the competencies, which include the subset selected for the FE /OE and the complete set of competencies required for the MPH core and track/program. Several programs directly link the CE with the FE/OE in the final CE report.

> **Comprehensive Examination**. The MPH in Biostatistics and MS in Biostatistics include a two-part comprehensive examination. It is an assessment of the student's ability to integrate statistical knowledge and skills covered from the different biostatistics courses. Students need to demonstrate mastery of the subject matter, skills of critical thinking and independent problem solving, as well as interpretation of results in the context of research question. The examination evaluates three of the learning competencies.

2566   **Thesis or Research Project.** The MA/MS in Health Studies requires the student complete either
2567   a master's thesis or research project approved by the program adviser. To date, all students
2568   completed a thesis. The EPI/BIO track in the OMPH program required a thesis, but not a practice
2569   experience. In fall 2104, the program split into two and no longer required the thesis but
2570   required a practice experience. This change is documented for CEPH in the Interim Report
2571   submitted in April 2015.

2572   **Dissertation.** Every PhD candidate in the SPH completes a dissertation to qualify for the
2573   conferral of a PhD degree. The subject of the dissertation must be approved in advance by the
2574   student's academic unit. Dissertations are published and available as proof of the candidate's
2575   achievement. Information about formatting dissertations is available from the university.

2576   Criterion 2.5 describes the culminating experience in more detail.

2577   *2.7.b. Identification of outcomes that serve as measures by which the school will evaluate student*
2578   *achievement in each program, and presentation of data assessing the school's performance against*
2579   *those measures for each of the last three years. Outcome measures must include degree completion*
2580   *and job placement rates for all degrees (including bachelor's, master's, and doctoral degrees) for each*
2581   *of the last three years. See CEPH Template 2.7.1 and 2.7.2. If degree completion rates in the maximum*
2582   *time period allowed for degree completion are less than the thresholds defined in this criterion's*
2583   *interpretive language (≥70% for BA/BS and master's degrees, and≥ 60% for doctoral degrees) an*
2584   *explanation must be provided. (This could include the graduation rates for other programs at the*
2585   *relevant institution.) Job placement (including pursuit of additional education), within 12 months*
2586   *following award of degree, includes fewer than 80% of the graduates at any level who can be located,*
2587   *an explanation must be provided.*

| 🟩 | *Things are going well.* | 🟨 | *Watch this more closely.* | 🟥 | *Target not met; need to act.* |

2588

Table 2.7.b Measureable Outcomes for Evaluating Student Achievement					
Quantifiable Indicators		**Target**	**2013-14**	**2014-15**	**2015-16**
🟨	At least 70% of undergraduates in health studies (with 120 credits completed) will graduate within 3 years	70%	*43%*	*60%*	*69%*
🟩	At least 70% MPH students will graduate within 4 years	80%	82%	75%	*92%*
🟩	At least 60% of PhD students entering w/o master's degree will complete within 7 years *(part-time in 9 years)*	60%	*NA*	100%	*NA*
🟩	First-time average pass rates on CPH Exam for MPH students will be ≥ 100% of national average pass rate*	≥100%			
	SPH		*100%*	87%	*88%*
	NBPHE Average		*85%*	80%	*68%*
	SPH Compared		*116%*	107%	*120%*
🟩🟨🟨🟩	Mean MPH alumni rating on "*prepared to apply core knowledge and skill competencies in current job*" is ≥ 3.2 (Note: changed from 3-pt to 4-pt scale in 2014-15)	3.2 in 2014	*collected every other year*	Knowledge: 3.4 Methods: 3.1 Systems: 3.0 Communication: 3.3	

			Ethics: 3.7 Cultural Comp.3.3 TIP: 3.5

Table 2.7.b Measureable Outcomes for Evaluating Student Achievement (continued)

Quantifiable Indicators	Target	2013-14	2014-15	2015-16
Mean MPH alumni assessment on "*able to apply knowledge and skill competencies in track* in *current job" is* ≥3.2 on a 4-point scale *Note: HMP used a 3-point scale and meets target*	3.2 in 2014	*collected every other year*	EPI/BSTA: 3.2 ESHH: NA HP: 3.3 PHCHD: 3.5 HMP: 2.6	
80% of MPH recipients are employed (or continuing their education) within a year of graduation	80%	94% 2012-13 grads	91% 2013-14 grads	pending
80% of BA/BS recipients are employed (or continuing education) within a year of graduation	80%	*NA*	*77%* *2014-15 grads*	pending
80% of PhD recipients are employed (or in postdoctoral training) within a year of graduation	80%	100%	100%	pending

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2.7.c. An explanation of the methods used to collect job placement data and of graduates' response rates to these data collection efforts. The school must list the number of graduates from each degree program and the number of respondents to the school's survey or other means of collecting employment data.

Job Placement. The SPH education data technician coordinates data collection efforts. Following ASPPH guidelines for collecting employment information, the School surveys all MPH graduates one year after earning their degrees. The drop in response rates between 2013-14 and 2014-15 stems from the change in data collection period introduced by ASPPH. In prior years, the surveys remained open for months as we searched social media for better email addresses and sent out repeated requests.

In winter 2016, the Office of the Dean surveyed the 2014-15 bachelor's degree recipients. In summer 2016, we will survey graduate students who completed their degrees in 2014-15. This will go out to MPH, MA/MS, and PhD recipients.

Obtaining adequate response rates is problematic. Incentives help a little. We did not use incentives for the undergraduate job placement survey completed.

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Degree	Degrees Awarded	Respondents	Employed	Continuing education / training	Not seeking employment	Actively seeking employment	Unknown
Table 2.7.c Job Placement One-Year Out by Degree level							
2013-14 (graduated in 2012-13)							
Total	85	81	73%	11%	0	5%	11%
MPH&GCPH	75	73	77%	7%	0	5%	11%
MPH-MD	4	4	0	100%	0	0	0
MPH-MSW	4	3	67%	0	0	0	33%
MPH-MURP	2	1	50%	0	0	0	0
2014-15 (graduated in 2013-14)							
MPH&GCPH	85	24	83%	4%	0	13%	0
MPH-MD	5	3	0	100%	0	-	-
MPH-MSW	0	-	-	-	-	-	-
MPH-MURP	0	-	-	-	-	-	-
2015-16 (graduated in 2014-15) (data pending for MPH)							
MPH&GCPH	86						
MPH-MD	3						
MPH-MSW	0						
MPH-MURP	1						
MA/MS							
PhD	1	1	100%	0	0	0	0
BA/BS	293	65	58%	17%	2%	12%	11%
Source: Annual on-line surveys conducted by the Office of the Dean in year following graduation. GCPH=Graduate Certificate in Public Health							

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2614 **Alumni Survey.** Prior to 2014-15, the OMPH surveyed all alumni going back to 1996 every two years. The
2615 Office of the Dean decided to survey only graduates who earned degrees within the last six years
2616 (excludes graduates included in the job placement survey). We thought this would yield useful
2617 information about alumni opinions on program quality, strengths, and opportunities for improvement.
2618 The School will continue to collect alumni data every two years. The Office of the Dean is considering
2619 doing an additional survey of graduates 10 to 15 years out every five years.

2620

Table 2.7.c. 2015 Alumni Survey, Graduated between 2009 and 2013						
Graduates	Respondents	Employed full or part time	Continuing Education	Unemployed, not seeking	Unemployed, actively seeking	Retired & Other
224	163	137	19	1	6	0
	73%	84%	12%	1%	4%	0%
Note: Data collected in spring 2015; Next alumni survey scheduled for spring 2017.						

2621

2622 ***2.7.d. In fields for which there is a certification of professional competence and data are available***
2623 ***from the certifying agency, data on the performance of the school's graduates on these national***
2624 ***examinations for each of the last three years.***

Table 2.7.d.1 Performance on Certified in Public Health Examination			
Pass Rate on CPH Examination	2013-14	2014-15	2015-16
OHSU-PSU SPH Average	100% (2/2)	87% (13/15)	*pending*
National Average	85%	80%	-
SPH Performance Compared to National Average	116%	107%	-

2625

Table 2.7.d.2 Performance on CPH Examination by Content Area Subscale, June 2015 through June 2016							
All Candidates Summary	General Principles	BTSA	Environ Science	EPI	HMP	Behavioral Science	Cross Cutting Skills
Max Possible Score	25	30	30	30	30	30	25
SPH Average	16.0	22.3	24.2	22.9	21.4	24.4	20.1
% of Total	72%	74%	81%	78%	71%	81%	80%
% of National Average	106%	111%	112%	107%	108%	114%	111%

2626

2627

2628 *2.7.e. Data and analysis regarding the ability of the school's graduates to perform competencies in an*
2629 *employment setting. Including information from periodic assessments of alumni, employers and other*
2630 *relevant stakeholders. Methods for such assessments may include key informant interviews, surveys,*
2631 *focus groups and documented discussions.*

2632 **Employer Surveys**

2633 Based on employer surveys conducted by the OMPH, we recognized the need for a more systematic
2634 approach to augment web-based surveys, and decided to conduct key informant interviews described in
2635 Criterion 1.2. During 2015-16, the practice dean designed a process for key informant interviews and
2636 focus groups, and has completed the first phase in this in-depth process.

2637 The associate dean for practice conducted key informant interviews with public health employers.
2638 Overall, respondents indicated a preference for hiring/requiring an MPH for traditional roles of program
2639 coordinator, epidemiologist, research analyst, policy analyst, health educator, and manager. Important
2640 considerations for hiring focused on prior public health-related experience, community work, field
2641 experiences, and life experiences. They believed skills in grant writing, informatics, and quality
2642 improvement could be better. This work is ongoing as we interview public health professionals in all
2643 areas of the state and different practice environments. The Preliminary Employer Survey Results is in the
2644 ERF.

2645 *2.7.f. Assessment of the extent to which this criterion is met and an analysis of the school's strengths,*
2646 *weaknesses and plans related to this criterion.*

2647 This criterion is met with comment.

2648 **Strengths**
2649 • The School has well-established indirect assessments of student competency. In 2014, the
2650 faculty voted to require the CPH exam as a direct assessment of MPH core public health
2651 knowledge.
2652 • The School added a job placement survey for recent bachelor's graduates in winter 2016 to
2653 assess program outcomes.
2654 **Weaknesses**
2655 • Response rates are low for student, alumni, and employer surveys making it difficult to assess
2656 graduate employment outcomes and ability to perform competencies after graduation.
2657 • Existing resources improve faculty maturity with assessing student competency and developing
2658 rubrics/criteria, but faculty may need more experience.
2659 **Plans**
2660 • Enhance response rates for student, recent graduate, and alumni surveys under conditions of
2661 limited resources for incentives.
2662 • Establish an Assessment Work Group consisting of the coordinators of each degree program and
2663 track within the SPH.

2664 **2.8 Other Graduate Professional Degrees**
2665 **If the school offers curricula for graduate professional degrees other than the MPH or equivalent**
2666 **public health degree, students pursuing them must be grounded in basic public health knowledge.**
2667

2668 Not Applicable

2669 **2.9 Bachelor's Degrees in Public Health**
2670 *2.9.a. Identification of all bachelor's majors offered by the school. The instructional matrix in Criterion*
2671 *2.1.a may be referenced.*

2672 The SPH offers five undergraduate degrees, of which four are majors in health studies and one is a major
2673 in applied health & fitness as listed in Table 2.1.a.i. Carlos Crespo, DrPH, oversees the undergraduate
2674 programs in the SPH and the graduate programs in community health in the transition from the OMPH
2675 to the School.

2676 **Bachelor of Arts/Science with a Major in Health Studies**

2677 The Public Health program has been at Portland State University since the 1970s. The School offers a
2678 BA/BS in Health Studies in four concentrations that are included in the student's official transcript: Aging
2679 Services, Community Health Education, Health Sciences, and School Health. The Health Studies program
2680 is a 4-year curriculum, admitting students as freshmen and community college transfers into the major.
2681 The program also offers minors in Community Health and Aging Services.

2682 *2.9.b. Description of the specific support and resources available in the school for the bachelor's*
2683 *degree programs.*

2684 The bachelor's degree programs were part of the PSU School of Community Health, which voted in
2685 February 2016 to join the OHSU-PSU SPH. Support and resources available to these undergraduate
2686 students are the same as they are for all PSU undergraduate students.

2687 • Academic Advising and Career Service: http://www.pdx.edu/advising/
2688 • Financial Aid Advisor: http://www.pdx.edu/faculty-advising/financial-aid-and-scholarships
2689 • Student Legal Services: http://www.pdx.edu/sls/
2690 • Center for Student Health and Counseling: http://www.pdx.edu/shac/
2691 • Disability Resource Center: http://www.pdx.edu/drc/
2692 • Writing Center: http://www.writingcenter.pdx.edu
2693 • TRIO Student Support Services: http://www.pdx.edu/dmss/TRIO-SSS
2694 • Diversity and Multicultural Mentoring Student Support Services:
2695 http://www.pdx.edu/dmss/meet-the-mentors
2696 • Cultural Resource Center: http://www.pdx.edu/dmss/cultural-resource-centers
2697 • Student Recreation Clubs: http://www.pdx.edu/recreation/rec-clubs
2698 • Student Activities and Leadership: http://www.pdx.edu/student-leadership/join-or-start-
2699 student-organization
2700 • Veteran Services: http://www.pdx.edu/veterans/
2701 • Queer Student Service Support Program: http://www.pdx.edu/queer/queer-academic-support
2702 • Trans Gender Resource: http://www.pdx.edu/queer/transgender-resources
2703 • Online Class Support: http://www.pdx.edu/oit/d2l
2704 • Printing Support Services: http://www.pdx.edu/oit/psu-printing-overview
2705 • Housing: http://www.pdx.edu/housing/sign-up
2706

2707 ***2.9.c. Identification of the required and elective public health courses for the bachelor's degree***
2708 ***programs.***

2709 Students earning a Bachelor of Arts or Bachelor of Science degree in Health Studies must successfully
2710 complete a minimum of 180 total credits, which is composed of general education, degree, and major
2711 requirements. Common core courses (24 credits) and the chosen concentration area requirements (45-
2712 66 credits) comprise the major requirements. The program recommends students complete eight credit
2713 hours of internship over two terms in their junior or senior year on top of a community-based learning
2714 course, the senior-level component of University Studies general education program called the "Senior
2715 Capstone Project."

2716 All students must receive a grade of C- or higher in all coursework required for the degree. The required
2717 and elective courses for the School's undergraduate program are listed below and may be viewed
2718 online.

2719 Table 2.9.c.1 lists the core courses for the undergraduate program in health studies, which offers four
2720 concentrations or minors. Students take advantage of elective opportunities to build on the
2721 interdisciplinary nature of public health. The syllabi for all required courses are available in the ERF.

2722

Table 2.9.c.1 Common Degree (Core) Requirements (24 Credits)	
Course Number and Name	**Credits**
Stat 243 - *Introduction to Probability and Statistics*	4
PHE 250 - *Our Community: Our Health*	4
PHE 350 - *Health and Health Systems*	4
PHE 363 - *Communicable and Chronic Disease*	4
PHE 450 - *Epidemiology*	4
PHE 452 - *Gender, Race, Class and Health*	4
Subtotal	24

2723
2724 The course requirements for each of the four concentrations available for the undergraduate degree
2725 with a major in health studies indicate the wealth of opportunities for students to pursue elective
2726 courses offered by PSU to provide a truly interdisciplinary experience.

Table 2.9.c.2 Aging Services Concentration	
Required Courses for Concentration (32 to 36 credits)	**Credits**
PHE 325U *Nutrition for Health*	4
PHE 354U *Social Gerontology*	4
PHE 416 *Families and Aging*	4
PHE 423 *Business and Aging*	4
PHE 456 *Health Aspects of Aging*	4
PHE 478 *Program Planning and Evaluation*	4
PHE 479 *Program Planning and Evaluation in Health Education*	4
PHE 404 *Internship*	4-8
Choose one of the following (4 credits):	
PHE 369 *Public Health Law, Policy, and Ethics*	4

SOC 469 *Sociology of Aging*	4
PSY 462 *Psychology of Adult Development & Aging*	4
Choose one of the following (4 credits):	
BA 101 *Introduction to Business*	4
BA 306 *Essentials of Finance for Non-Business Majors*	4
BA 316 *Essentials of Marketing for Non-Business Majors*	4
BA 326 *Essentials of Management for Non-Business Majors*	4
BA 336 *Essentials of Information Technology for Non-Business Majors*	4
BA 346 *Essentials of Entrepreneurship for Non-Business Majors*	4
PHE 328 *Health and Housing Across the Life Course*	4
PHE 369 *Public Health, Policy, and Ethics*	4
PHE 445 *Men's Health*	4
PHE 451 *Women's Health*	4
PHL 313 *Life and Death Issues*	4
PSY 311U *Human Development*	4
PSY 462 *Psychology of Adult Development*	4
PHE 410 *Death and Dying*	4
PHE 446 *Community Health Principles/Practices*	4
EC 316 *Intro to Health Care Economics*	4
SP 318U *Family Communication*	4
SOC 459 *Sociology of Health and Medicine*	4
SOC 469 *Sociology of Aging*	4
COMM 318 *Family Communication*	4
SW 301 *Introduction to Social Work*	4

2727

Table 2.9.c.3 Community Health Education Concentration	
Required Coursework for Concentration (28-32 credits)	**Credits**
PHE 369 - *Public Health Law, Policy, and Ethics*	4
PHE 443 - *Environmental Health*	4
PHE 444 - *Global Health*	4
PHE 472 - *Marketing Public Health*	4
PHE 478 - *Program Planning and Evaluation*	4
PHE 479 - *Program Planning and Evaluation in Health Education*	4
PHE 404 - *Internship*	4-8
20 credits of PHE courses from list below *(substitutions considered with advisor approval)*	
PHE 275 - *Stress Management*	4
PHE 325 - *Nutrition for Health*	4
PHE 326 - *Drug Education*	4
PHE 335 - *Human Sexuality*	4
PHE 351 - *Film and Health*	4
PHE 355 - *Consumer Health Issues*	4
PHE 361 - *Care and Prevention of Injuries*	4
PHE 363 - *Communicable Diseases and Chronic Health Problems*	4
PHE 365 - *Health Promotion Programs for Children and Youth*	4

Table 2.9.c.3 Community Health Education Concentration	
PHE 445 - *Men's Health*	4
PHE 446 - *Community Health Principles and Practices*	4
PHE 451 - *Women and Holistic Health*	4
PHE 452 - *Gender, Race, Class and Health*	4
PHE 453 - *Women's Reproductive Health*	4
PHE 456 - *Health Aspects of Aging*	4
PHE 466 - *Mind-Body Health: Disease Prevention*	4
PHE 467 - *Mind-Body Health: Human Potential*	4
PHE 480 - *Controversial Issues in Community Health*	4

2728

Table 2.9.c.4 Health Science Concentration	
Required Coursework (44 Credits)	**Credits**
Health Studies Concentration	24
Upper-division PHE Courses (electives)	16
Prerequisites for chosen pre-professional program*	varies
PHE 404 - Internship	4
*Note: *see pre-requisite advising worksheet requirement available at http://www.pdx.edu/clas/pre-professional-programs*	

2729

Table 2.9.c.5 School Health Concentration	
Required Coursework for Concentration (36 Credits)	**Credits**
PHE 275 - *Stress Management*	4
PHE 295 - *Health Promotion/Disease Prevention*	4
PHE 325 - *Nutrition for Health*	4
PHE 326 - *Drug Education*	4
PHE 335 - *Human Sexuality*	4
PHE 365 - *Health Promotion Programs for Children and Youth*	4
PHE 448- *Health Ed. Tech. and Strategies*	4
Ed 420 - *Introduction to Education*	4
PSY 311 - *Human Development*	4
PHE 404 - *Internship*	4-8
Elective courses (8 credits)	
CFS 390 - *Sex and the Family*	4
CI 432 - *Computer Applications for the Classroom*	3
PSY 346 - *Learning*	4
SOC 337 - *Minorities*	4
SPED 418 - *Survey of Exceptional Learners*	3
PHE Elective course as approved by advisor	
Women's Studies courses on Violence and Sexuality as approved	
An anatomy and physiology sequence (2 series) is required by Portland State University's GTEP program	
A list of Health and Physical Education pre-requisites for the GTEP program can be found here	

2730

2731   ***2.9.d. A description of school policies and procedures regarding the capstone experience.***

2732   The Senior Capstone is the cornerstone of the PSU University Studies program and is an award-winning
2733   general education program. It provides students with integrated, connected learning experiences that
2734   lay the foundation for lifelong intellectual development. Extending through all four years, the program
2735   teaches students how to think critically, communicate effectively, gain a broad awareness of the human
2736   experience, and to instill a deep sense of responsibility to oneself, one's peers, and one's community.

2737   Portland State University's faculty design capstone experiences to build cooperative learning
2738   communities by taking students out of the classroom and into the field. In the over 200 different Senior
2739   Capstone courses offered each year, students bring together the knowledge, skills, and interests
2740   developed to this point through all aspects of their education, to work on a community project. Each
2741   year community health faculty design and offer six Senior Capstone courses. Health studies students
2742   have the option to select a community project offered by community health faculty or faculty from
2743   other majors. University Studies maintains the records of student activities and reports. Students from a
2744   variety of majors and backgrounds work as a team, pooling resources, and collaborating with faculty and
2745   community leaders to understand and find solutions for issues that are important to them as literate
2746   and engaged citizens.

2747   In addition, all Health Studies students complete an internship or observational practicum designed to
2748   connect and integrate theory with specific activities in a real environment under supervision. The
2749   undergraduate faculty consider the health studies internship as the student's culminating experience,
2750   largely because the health studies faculty do not control the Senior Capstone. PHE 404 *Internship* is a 4-
2751   to 8-credit experience, which translates to 120 to 240 hours in the field, sometimes spread over two
2752   quarters. Ideally, students engage in internship experiences at the end of their academic career. The
2753   Internship Packet is available in the ERF. In the SPH Assessment Framework, we present the internship
2754   as the practice experience and the Senior Capstone as the culminating experience, which is consistent
2755   with how PSU describes the Capstone. An example from a 2015 graduate of the Community Health
2756   Education concentration shows how a student can pursue a health-related Senior Capstone coupled
2757   with the Internship.

2758   A student selected an **Internship** site with a local non-profit organization Portland Fruit Tree
2759   Project. The mission of the organization is to increase equitable access to healthy food and
2760   strengthen communities by empowering neighbors to share in the harvest. The intern's main
2761   responsibilities were to co-lead and coordinate a group of volunteers to perform tree care tasks
2762   in the assigned local orchard in Southeast Portland, attend outreach events, recruit door-to-door
2763   lower-income volunteers, and develop fruit nutritional fact cards. During the harvesting season,
2764   volunteers and their families shared in the harvest through the Harvesting Parties. After the
2765   harvest, the Project sponsors distributed half of the fruit to a local food bank, with the rest
2766   distributed to the lower-income volunteers.

2767   For the **Senior Capstone** course, she selected "Current Issues of Pregnancy and Birth." The course
2768   collaborated with a non-profit and community-based organization called Latina Breastfeeding
2769   Coalition. The students reviewed the research evidence on breastfeeding in the classroom before
2770   meeting with the community organization *in situ* who wanted help with marketing breastfeeding
2771   to promote the health of the mother and infant. The students created an awareness campaign
2772   through marketing, creation of a logo, Facebook page, and digital stories.
2773
2774   Advisors strive to find internships that provide a valuable experience for all students. Undergraduate
2775   faculty internship advisors customize internships based on student experiences and interests. Students

2776 who are not ready for field placement, but are graduating seniors, have the opportunity to take an
2777 additional health-related Senior Capstone offered by University Studies. As noted above, these
2778 capstones are group service learning opportunities, but provide more structure and guidance than an
2779 individual internship. Health Studies students following this path select from a list of health-related
2780 capstones to fulfill their internship requirement.
2781
2782 Another option for internship substitution is allowing the student to complete two additional 4-credit
2783 courses that teach a skill set that would enhance future employment opportunities. Students identify
2784 career goals and then research courses that offer those skill sets. Examples include grant writing,
2785 understanding NGOs, accounting, and counseling. Information on the undergraduate internship is
2786 posted online.

2787 Table 2.9.d.1 summarizes the types students' sites in 2015-16. The complete list of internship sites,
2788 preceptors, and students is in the ERF (see Internship Folder). Upon completion, students submit a
2789 summary report and learning assessment; samples are in the ERF. The preceptors also assess students.

2790

Table 2.9.d.1 Internship Settings, 2015-16

	Total #	Clinical	Non-profit	Education / School	For-profit Business	Fitness/ Recreation	Gov't Agency
2015-16	201	34%	30%	14%	10%	9%	2%
Note: 2015-16 excludes spring term							

2791

Table 2.9.d.2 Undergraduate Internships in Health Studies, 2015-16

Activity	N= 201
Engaging the community or target population; promoting healthy lifestyles	44%
Interviewing or investigating public health careers	35%
Designing, implementing, and/or evaluating a health education program	9%
Conducting health research, surveys, and/or data analysis	3%
Regulating or administering health systems	2%
Developing health policy	1%
Other	4%
Note: 2015-16 excludes spring term; excludes students who complete electives or a Senior Capstone to fulfill the internship requirement.	

2792

2793 ***2.9.e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths,***
2794 ***weaknesses and plans related to this criterion.***

2795 This criterion is met with comment.

2796 **Strengths**
2797 • BA/BS in Public Health (Health Studies) revised its curriculum and developed core and
2798 concentration-specific competencies for its four concentrations based on ASPPH standards.
2799 • The program enrolls more than 1,200 majors (1,600 with minors) and provides academic
2800 opportunities for a public health education and preparation for entry-level jobs in local and
2801 state health departments as well as continued graduate education.
2802 • Academic advising is a priority for the School. Undergraduate student satisfaction with
2803 academic advising is high as evidenced by recent student surveys.
2804

2805 **Weaknesses**
2806 • The program lacks direct assessments of student learning linked to program competencies.
2807 • The bachelor's graduates are not transitioning into the School's MPH programs.
2808

2809 **Plans**
2810 • The newly formed Assessment Committee will support the development of an assessment
2811 plan and methods so the undergraduate program can begin to document learning outcomes
2812 through the direct and indirect assessment of student learning to meet expectations for
2813 accountability and quality assurance.
2814 • Faculty will add course learning outcomes and appropriate core or program competencies to
2815 all required undergraduate course syllabi by fall 2016.
2816 • Continue to build out student, graduate, and alumni surveys to mirror MPH data collection
2817 efforts in 2016-17.
2818 • Add professional advising resources for 2016-17 and 2017-18 to reduce the student-advisor
2819 ratio to within national benchmarks.
2820 • SPH will consider opportunities for developing a pathway for exceptional students to move
2821 into MPH.
2822
2823
2824

2825 **2.10 Other Bachelor's Degrees**
2826 **If the school offers baccalaureate degrees in fields other than public health, students pursuing them**
2827 **must be grounded in basic public health knowledge.**

2828 The BA/BS with a Major in Applied Health & Fitness provides grounding in basic public health knowledge
2829 in PHE 250 *Our Community, Our Health,* and PHE 363 *Communicable & Chronic Disease*.

Table 2.10.a Bachelor of Arts or Science in Applied Health & Fitness	
Required Coursework:	**Credits**
PHE 250 - *Our Community, Our Health*	4
PHE 270 - *Basic Biomechanics*	2
PHE 314 - *Research in Fitness*	4
PHE 325 - *Nutrition for Health*	4
PHE 361 - *Care & Prevention of Injuries*	4
PHE 363 - *Communicable & Chronic Disease*	4
PHE 370 - *Kinesiology*	4
PHE 473 - *Exercise Physiology*	4
PHE 474 - *Exercise Prescription*	4
PHE 475 - *Exercise Testing*	4
PHE 404 - *Internship*	8
BI 301 - *Anatomy & Physiology I*	4
BI 302 - *Anatomy & Physiology II*	4
Complete One Focus Area	
Focus Area A: Fitness and Exercise	
PHE 421 - *Health Behavior Change*	4
PHE 456 - *Health Aspects of Aging*	4
PE 185 - *From approved list**	4
PE 195 - *Fitness Instruction*	4
BA 300 - *From approved list***	8
8 credits of PHE or approved electives	
The PE teaching endorsement for Secondary Education requires the classes listed***	
Focus Area B: Fitness for Special Population	
PHE 295 - *Health Promotion*	**4**
PHE 340 - *Motor Learning*	4
PHE 417 - *Adapted PE*	4
PHE 456 - *Health Aspects of Aging*	4
PE 180 - *From approved list*	4
PE 195 - *Fitness Instruction*	4
8 credits of PHE or approved electives	8
Focus Area : Health Coaching	
PHE 275 - *Stress Management*	4
PHE 295 - *Health Promotion*	4
PHE 421 - *Health Behavior Change*	4
PHE 466 - *Mind/Body Health*	4
COMM 218 - *Interpersonal Communication*	4
8 credits of PHE or approved electives	8

2830 **2.11 Academic Degrees**

2831 ***2.11.a. Identification of all academic degree programs, by degree and area of specialization. The***
2832 ***instructional matrix in Criterion 2.1.a may be referenced for this purpose.***

2833 OHSU-PSU SPH academic degrees include the MS and PhD. OHSU offers the MS in Biostatistics and PhD
2834 in Epidemiology, and PSU offers the MA/MS in Health Studies, PhD in Health Systems & Policy, and PhD
2835 in Community Health. Each is program-based as shown in Table 2.1.a.1 Instructional Matrix and meets
2836 the academic requirements of the home university and the lead (OHSU) university.

2837 ***2.11.b. Identification of the means by which the school assures that students in academic curricula***
2838 ***acquire a public health orientation. If this means is common across the school, it need be described***
2839 ***only once. If it varies by degree or program area, sufficient information must be provided to assess***
2840 ***compliance by each.***

2841 The SPH assures that students in each of the academic programs attain a public health orientation. If a
2842 student enters one of the doctoral programs with an MPH degree, he/she usually exceeds the
2843 requirement for the necessary grounding in public health. Based on an analysis of the student transcript,
2844 the program director informs each student the courses required to attain a public health orientation. A
2845 student who enters a PhD program with a comparable master's degree may be able to waive one or
2846 more courses of the five MPH core courses. A PhD program may also require completion of a course or
2847 courses in the five MPH core as a prerequisite to admission.

2848 When the PhD programs were developed, faculty believed that CEPH required students in academic
2849 programs to complete the five MPH core courses (17 credits). Upon clarification, the academic curricula
2850 are now requiring the completion of *Epidemiology I* and *Foundations of Public Health* (7 to 8 credits).
2851 During this past academic year, program faculty revised program curricula to accommodate this change
2852 in interpretation. This broad public health grounding provides valuable contextual understanding for the
2853 future work activities of graduates on issues of health or disease and working with health professionals.
2854 The students in academic degree programs take courses side-by-side with students in the professional
2855 program (MPH).

Table 2.11.b. Requirements for Acquiring a Public Health Orientation		
Academic Program	**Epidemiology**	**Public Health Orientation**
Biostatistics (MS)	PHPM 512 *Epidemiology*	PHE 511 *Foundations of Public Health*
Health Studies (MA/MS)	PHE 530 *Epidemiology I* (fall 2016)	
Community Health (PhD)	PHE 530 *Epidemiology I*	
Epidemiology (PhD)	PHPM *513 Epidemiology II*	
Health Systems & Policy (PhD)	PHPM 512 or PHE 530 *Epidemiology*	

2856 In addition to the core knowledge in public health, doctoral students complete a crosscutting health and
2857 social inequalities course. *PHE 622 Health and Social Inequalities (3 credits)* investigates the
2858 conceptualization and measurement of different social determinants of health using a life-course
2859 approach; explores how the "embodiment" of social forces influence disease processes; and examines
2860 different actions used to eliminate health inequities within local, national, and international
2861 communities.

2862 ***2.11.c. Identification of the culminating experience required for each academic degree program. If this***
2863 ***is common across the school's academic degree programs, it need be described only once. If it varies***
2864 ***by degree or program area, sufficient information must be provided to assess compliance by each.***

2865 All students in academic degree programs complete a culminating experience to demonstrate
2866 knowledge, comprehension, application of knowledge, and higher-order thinking skills gained through
2867 the specific course of study. The CE emphasis is on analysis, synthesis, and evaluation of a topic,
2868 secondary data set, policy issue, or body of literature or original research as described in Criterion 2.5.

2869 MA/MS in Health Studies: The MA/MS degree with a major on health studies provides a research-
2870 oriented opportunity for students with an interest in physical activity and exercise. The required
2871 culminating experience is the completion of a master's thesis and its defense or a research-based
2872 project. The MPH in EPI/BIO is teaching out students required to complete a thesis. The ERF provides
2873 examples of theses completed by the MA/MS in Health Studies. (In addition, examples of thesis
2874 completed by students in the MPH in Biostatistics that is no longer a requirement.)

2875 MS in Biostatistics: The required culminating experience is a comprehensive exam of student mastery of
2876 the subject matter, critical thinking skills, independent problem solving, and interpretation of results for
2877 a given research question. This examination covers the nine core courses and three competencies. [6]
2878 Faculty members administer the exam in four-hour segments on two separate days. Students have two
2879 opportunities annually to sit for the examination. The ERF provides examples of the comprehensive
2880 exam completed by an MPH and MS students.

2881 PhD programs: The required culminating experience is a written dissertation and oral defense based on
2882 the evaluation and creation of new knowledge. The dissertation "product" may be a book-length
2883 manuscript (HSP, EPI, CH) or three related scientific-journal manuscripts (EPI). The student defends the
2884 dissertation in front of the Dissertation Committee in an oral presentation that describes the
2885 dissertation project's purpose, implementation, findings, and contribution to scholarship. The
2886 committee questions the candidate on the significance and limitations of the research study. To date,
2887 SPH granted three PhD degrees in HSP. The ERF provides examples of dissertation completed for the
2888 awarding of the PhD.
2889
2890

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[6] BSTA 511 Estimation and Hypothesis Testing for Applied Biostatistics, BSTA 512 Linear Models, BSTA 513
Categorical Data Analysis, BSTA 514 Survival Analysis, BSTA 519 Applied Longitudinal Data Analysis, BSTA 517
Statistical Methods in Clinical Trials, BSTA 550 Introduction to Probability, BSTA 551 Mathematical Statistics I, and
BSTA 552 Mathematical Statistics II.

2891 ***2.11.d. Assessment of the extent to which this criterion is met and an analysis of the school's***
2892 ***strengths, weaknesses and plans relating to this criterion.***

2893 This criterion is met.

2894 **Strengths**
2895 • Students in the academic master's and research doctoral programs obtain a broad introduction to
2896   public health and epidemiology to gain an understanding of how their specialization contributes to
2897   the goals of public health.
2898 • The program coordinators for the academic degree programs worked to streamline the
2899   requirements for a broad public health orientation and exposure to epidemiology during 2015-16.
2900
2901 **Weaknesses**
2902 • None
2903
2904 **Plans**
2905 • None

2906 **2.12   Doctoral Degrees**

2907 **The school shall offer at least three doctoral degree programs that are relevant to three of the five**
2908 **areas of basic public health knowledge.**

2909 *2.12.a. Identification of all doctoral programs offered by the school, by degree and area of*
2910 *specialization. The instructional matrix in Criterion 2.1.a may be referenced for this purpose. If the*
2911 *school is a new applicant and has graduates from only one doctoral program, a description of plans*
2912 *and a timetable for graduating students from the other two doctoral programs must be presented,*
2913 *with university documentation supporting the school's projections.*

2914 See Table 2.1.a.1 Instructional Matrix in Criterion 2.1. The SPH has graduates from one of the three PhD
2915 programs, Health Systems & Policy (HSP). To date, three PhD students have graduated from the HSP
2916 program, two are projected to graduate in 2017, and another four are expected to graduate in 2018.
2917 Two PhD students in epidemiology are projected to graduate in 2017; and one PhD student in
2918 Community Health is projected to graduate in 2018. (See Table 2.12.a)

2919 *2.12.b. Description of specific support and resources available to doctoral students including*
2920 *traineeships, mentorship opportunities, etc.*

2921 A minimum of five full-time faculty members are available for each research doctoral program at the
2922 lead institution (OHSU) as well as additional primary faculty at PSU. These OHSU-PSU SPH faculty
2923 members provide research opportunities, mentorship, and training in advanced courses that support
2924 doctoral students (see Table 4.1.a). SPH through its program and institutional resources and sponsored
2925 faculty projects provide financial support to an increasing proportion of full-time PhD students. Table
2926 2.12.b.1 lists the total student headcount by PhD program and the number of full-time PhD students,
2927 defined as a minimum of nine credit hours, to calculate the percentage supported. Table 2.12.b.2 shows
2928 the amount of general and sponsored project funds provided over the past three years.

Table 2.12.b.1 SPH Doctoral Students Supported by PhD Program									
	Community Health			**Epidemiology**			**Health Systems & Policy**		
	FY 2014	FY 2015	FY 2016	FY 2014	FY 2015	FY 2016	FY 2014	FY 2015	FY 2016
Total Student Headcount	-	1	4	-	4	7	6	9	13
Full-time PhD students supported (≥9 credits)	-	0	1	-	3	6	3	5	8
Percent full-time PhD students supported	-	0%	25%	-	75%	86%	50%	56%	62%
Notes: The CH and EPI programs first enrolled PhD students in FY 2015.									

2929

2930

Table 2.12.b.2 Financial Support and Sponsored Funds to Doctoral Students ($)							
	Community Health		Epidemiology		Health Systems & Policy		
	FY 2015	FY 2016	FY 2015	FY 2016	FY 2014	FY 2015	FY 2016
SPH Direct Support	$	$	$	$	$	$	$
Tuition	21,360	9,612	$38,400	$156,296	27,621	67,350	67,350
Stipend	18,900	9,450	$53,100	$110,000	12,000	19,528	19,528
Subtotal Direct	40,260	19,062	$91,500	$266,296	39,621	86,878	86,878
Sponsored Funds Support	$	$	$	$	$	$	$
Tuition	0	0	0	$0	0	$19,665	$10,980
Stipend	0	0	0	$38,085	0	$5,958	S28,408
Subtotal Sponsored	0	0	0	$38,085	0	$25,623	$39,388
Total	$40,260	$19,062	$91,500	$304,381	$39,621	$112,501	$126,266
Notes: The CH and EPI programs first enrolled PhD students in FY 2015.							

2931

2932 ***2.12.c. Data on student progression through each of the school's doctoral programs, to include the***
2933 ***total number of students enrolled, number of students completing coursework and number of students***
2934 ***in candidacy for each doctoral program. See CEPH Template 2.10.1.***

2935

Table 2.12.c. (Template 2.10.1) Doctoral Student Data on Academic Progression	Community Health		Epidemiology[2]		Health Systems & Policy	
AY 2013-14	**HC**	**FTE**	**HC**	**FTE**	**HC**	**FTE**
Newly admitted in fall 2013	*	*	*	*	0	0
Total enrolled in fall 2013[1] (new and continuing)	*	*	*	*	6	6
Total completed coursework during 2012-13	*	*	*	*	1	1
Total advanced to candidacy (cumulative in 2012-13)	*	*	*	*	1	1
Total graduated in 2012-13	*	*	*	*	0	0
AY 2014-15	**HC**	**FTE**	**HC**	**FTE**	**HC**	**FTE**
Newly admitted in fall 2014	1		4[3]	3.5	5	3.8
Total enrolled in fall 2014 (new and continuing)	1		4[3]	3.5	9[4]	7.6
Total completed coursework during 2013-14	0		0	0	1	1
Total advanced to candidacy (cumulative in 2013-14)	0		0	0	1	1
Total graduated in 2013-14	0		0	0	2	1
AY 2015-16	**HC**	**FTE**	**HC**	**FTE**	**HC**	**FTE**
Newly admitted in fall 2015	3	2.0	3	3.0	7	5.2
Total enrolled in fall 2015 (new and continuing)	4	3.5	7	6.5	13	10.6
Total completed coursework (cumulative in 2014-15)	0	0	0	0	1	1
Total advanced to candidacy (cumulative in 2014-15)	0	0	0	0	1	1
Total graduated in 2014-15	0	0	0	0	1	1

2936 **Notes:**
2937 *PhD program was not active in this year.
2938 [1] Students transferred into HSP from another PSU graduate program.
2939 [2] Program enrolled first students in 2014.
2940 [3] Two of the four students matriculated in winter 2014.
2941 [4] One HSP student transferred to Community Health

2942 **2.12.d. Identification of specific coursework, for each degree, that is aimed at doctoral-level**
2943 **education.**

2944

Table 2.12.d.1 Doctoral-Level Courses		
Course Number	**Course Title**	**Term Credits**
EPIDEMIOLOGY		
PHPM 636	*Epidemiology Data Analysis & Interpretation*	4
PHPM 630	*Epidemiology Doctoral Journal Club*	2
PHPM 610	*Epidemiology Doctoral Methods Seminar*	4
BSTA 612	*Linear Models*	4
BSTA 613	*Categorical Data Analysis*	4
CONJ 650	*The Practice and Ethics of Science*	1
PHE 622	*Health and Social Inequalities*	3
PHPM 640	*Epidemiology Mentored Teaching*	1
COMMUNITY HEALTH		
PHE 612	*Advanced Principles of Health Behavior*	**3**
PHE 622	*Health and Social Inequalities*	3
PHE 623	*Doctoral Seminar in Health Research (multiple terms)*	6
PHE 626	*Teaching Health*	1
PHE 624	*Doctoral Research Methods in Community Health I*	3
PHE 625	*Doctoral Research Methods in Community Health II*	3
PHE 626	*Teaching and Learning in Health Promotion and Social Work*	3
USP 634	*Data Analysis I*	4
USP 654	*Data Analysis II*	4
HEALTH SYSTEMS AND POLICY		
PAH 541/641	*Organizational Behavior in Health*	3
PAH 571/671	*Health Policy*	3
PAH 573/673	*Values and Ethics in Health*	3
PAH 574/674	*Health Systems Organization*	3
PAH 577/677	*Health Care Law and Regulation*	3
PAH 586/686	*Introduction to Health Economics*	3
PAH 660	*Contemporary Research in Health Systems and Policy (up to 3 times)*	3-9
PAH 607	*Doctoral Seminar in Health Systems and Policy*	6
PAP 616	*Policy Process*	3
USP 615	*Economic Analysis of Public Policy*	4
PHE 622	*Health and Social Inequalities*	3
PAH 589/689	*Research Design in Health Services*	3

2945

2946

2947 Table 2.12.d.1 lists the SPH doctoral-level courses by program. These advanced courses include a variety
2948 of pedagogical approaches including didactic, journal club, seminars, and mentored experiences. The
2949 Health Systems and Policy programs offers some doctoral level courses in the 500/600 format, so
2950 master's students and doctoral students may enroll in the same course. The course syllabus identifies
2951 the higher expectations and standards for doctoral-level work; such as, the amount and difficulty of
2952 readings assigned, work products developed, and level of competency demonstrated. However, if the
2953 doctoral student earned credit for the 500-level course in fulfillment of a master's degree, the student
2954 may not take the course at the 600-level.

2955 Upon completion of the required courses, doctoral students sit for written and oral comprehensive/
2956 qualifying exams as an assessment of the breadth and depth of their knowledge and research methods
2957 and readiness to undertake research in the student's area of interest.

2958 SPH expects the time-to-degree for PhDs to vary between three to six years for full-time students who
2959 enter with a master's degree and longer for part-time students. SPH fulltime doctoral students have
2960 seven years to defend their dissertations, and part-time students have nine years to defend.

2961 **Program-specific websites:**

2962 - **Health Systems & Policy** http://www.pdx.edu/hatfieldschool/health-systems-and-policy-phd
2963 - **Epidemiology:** http://www.ohsu.edu/xd/education/schools/school-of-
2964   medicine/departments/clinical-departments/public-health/education-programs/phd-in-
2965   epidemiology/
2966 - **Community Health**: https://www.pdx.edu/sch/phd-in-community-health
2967 - **MS in Biostatistics:** http://www.ohsu.edu/xd/education/schools/school-of-
2968   medicine/departments/clinical-departments/public-health/education-programs/biostatistics-
2969   masters/index.cfm
2970 - **MA/MS in Health Studies (Physical Activity & Exercise):** http://www.pdx.edu/sch/mams-
2971   health-studies

2972 ***2.12.e. Assessment of the extent to which this criterion is met and an analysis of the school's***
2973 ***strengths, weaknesses and plans relating to this criterion.***

2974 This criterion is met.

2975 **Strengths**
2976 - The School offers three distinct academic doctoral programs relevant to the five areas of public
2977   health knowledge— community health, epidemiology, and health systems & policy.
2978

2979 **Weaknesses**
2980 - The School lacks adequate resources to help support the financial needs of PhD students.
2981 - The students matriculating into the doctoral programs do not reflect the desired diversity.
2982

2983 **Plans**
2984 - The Research Dean and SPH faculty will continue to seek training and research grant-funding
2985   opportunities to support full-time PhD students.
2986 - The School will explore philanthropic support for scholarships to increase student diversity.

2987 **2.13 Joint Degrees**

2988 **If the school offers joint degree programs, the required curriculum for the professional public health**
2989 **degree shall be equivalent to that required for a separate public health degree.**

2990 *2.13.a. Identification of joint degree programs offered by the school. The instructional matrix in*
2991 *Criterion 2.1.a may be referenced for this purpose.*

2992 The School's four joint or dual degree programs are identified in Table 2.13.b. These joint programs
2993 reflect the SPH's collaboration with degree programs in other schools within OHSU or PSU. Students
2994 pursuing one of the four dual degree options must apply to each degree program, be admitted to each,
2995 and fulfill each program's academic requirements. Upon graduation, dual degree students receive a
2996 separate diploma for each degree.

2997 *2.13.b. A list and description of how each joint degree program differs from the standard degree*
2998 *program. The school must explain the rationale for any credit sharing or substitution as well as the*
2999 *process for validating that the joint degree curriculum is equivalent.*

3000 *Dual degrees* allow students to complete each of the two degrees, often within a shorter timeframe
3001 through credit sharing and course substitutions. Dual degree programs share credits in one of two ways:
3002 (a) count designated required courses for each degree as electives for the other or (b) accept required
3003 courses in the MPH program for required courses in the second degree program with similar content
3004 and outcomes.

3005 MSW/MPH and the MURP/MPH faculty premapped course equivalencies related to content, core
3006 competencies, and credits for each degree. No more than 20% of credit hours toward the degree with
3007 the least number of credits required for a degree may be met using courses counted toward both
3008 degrees.

3009 **MSW/MPH.** The MPH portion of this degree meets the same requirements for graduation as the MPH
3010 HP or HMP tracks. Based on choice of track, students complete 119-124 credits in their 3-year
3011 MSW/MPH dual degree curriculum. The dual degree program allows 19-shared credits. Similarly, the 9-
3012 credit, 3-course MSW Advanced Practice sequence counts toward MPH elective credits. Faculty
3013 members representing both schools jointly assessed the equivalency of courses for credit-sharing. The
3014 Course of Study is in the ERF.

3015 **MURP/MPH**. The MPH portion of this degree meets the same requirements for graduation as the MPH
3016 HP track. Students completing the MURP/MPH dual degrees in HP complete at least 102 credits in their
3017 three-year course of study. Credits are shared through the MPH Area of Emphasis, the MURP
3018 specialization credits, and through sharing the qualitative and quantitative methods courses. Faculty
3019 members from both schools continue to collaborate in assessing equivalency of classes for credit-
3020 sharing. The Course of Study is in the ERF.

3021 **MD/MPH**. The MPH portion of this approximately 260-credit degree option meets the same
3022 requirements for graduation as in the MPH Epidemiology track. During the first two years, students take
3023 selected courses required for the MPH concurrently with their MD courses. A year dedicated primarily
3024 to studies for the MPH degree follows a student's third year of medical school, during which they
3025 complete the core course requirements and the bulk of their Field Experience work. There is no credit-
3026 sharing in this dual degree program. The Course of Study is in the ERF.

3027

Table 2.13.b Curriculum of Joint /Dual Degree Programs					
SPH Degree Program	**Other Degree Program**	**Total Minimum Credit Hours**	**Field Experience Exemption (Yes or No)**	**Required MPH Courses Accepted as Electives or in Lieu of Similar Courses in Other Program**	**MPH Core Courses Exemption**
MPH in Epidemiology	MD OHSU School of Medicine	**260** 200 MD and 60 MPH credits	No	No	No
MPH in Health Promotion	MSW PSU School of Social Work	**119** 69 social work credits and 50-55 MPH credits	No	**MPH courses count for 10 credits of MSW requirements:** • PH524 or PHE510 *Introduction to Biostatistics* (4 credits) in lieu of SW551 in MSW Foundation Research sequence • PHE530 *Epidemiology I* (4 credits) counts as elective in MSW Advanced Research • PHE512 *Principles of Health Behavior* (3 credits) counts as an elective in Advanced Human Behavior in the Social Environment	No
MPH in Health Management & Policy	MSW PSU School of Social Work	**119** 69 credits in social work and 50-55 MPH credits	No	**MPH courses count for 10 credits of MSW requirements:** • PH524 or PHE510 *Introduction to Biostatistics* (4 credits) counts as SW551 *Foundation Research* • PHE530 *Epidemiology I* (4 credits) counts as advanced research elective in MSW • PHE512 *Principles of Health Behavior* (3 credits) counts as elective in Advanced Human Behavior in the Social Environment	No
MPH in Health Promotion	MURP PSU College of Urban & Public Affairs	**102** 49 urban planning and 50 MPH credits	No	• PHE510 *Introduction to Biostatistics* (4 credits) counts for USP535 *Planning Methods II* • Of 26 non-core credits within their "custom" specializations, typically 19 credits declared as shared with at least 2–3 courses are MPH.	No

3028

3029 ***2.13.c. Assessment of the extent to which this criterion is met and an analysis of the***
3030 ***program's strengths, weaknesses and plans relating to this criterion.***

3031 This criterion is met.

3032 **Strengths**

3033 • Student interest in combining the expertise of the MPH with other professional degrees drove
3034 the creation of the dual degree programs.
3035 • The SPH faculty members collaborate with their faculty colleagues in participating degree
3036 programs to offer interdisciplinary training in complementary fields and to maintain rigorous
3037 dual degree standards.
3038 • The faculty mapped the MPH competencies to all dual degrees to assure comparability with
3039 MPH knowledge, abilities, and skills offered elsewhere in the program. The APCC oversees this
3040 quality review process.
3041

3042 **Weaknesses**

3043 • Student resources remain a concern across all MPH degrees including the dual degrees.
3044 • Students in dual degrees programs loose the flexibility of elective credits.
3045

3046 **Plans**

3047 • The Practice Dean will identify and match public health professionals who hold dual degrees to
3048 serve as field experience preceptors and mentors for students pursuing the same degree
3049 combination.

3050 **2.14 Distance Education or Executive Degree Programs**
3051 **If the school offers degree programs using formats or methods other than students attending regular**
3052 **on-site course sessions spread over a standard term, these programs must a) be consistent with the**
3053 **mission of the school and within the school's established areas of expertise; b) be guided by clearly**
3054 **articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality**
3055 **control processes that other degree programs in the school and university are; and d) provide planned**
3056 **and evaluated learning experiences that take into consideration and are responsive to the**
3057 **characteristics and needs of adult learners. If the school offers distance education or executive degree**
3058 **programs, it must provide needed support for these programs, including administrative, travel,**
3059 **communication, and student services. The school must have an ongoing program to evaluate the**
3060 **academic effectiveness of the format, to assess learning methods and to systematically use this**
3061 **information to stimulate program improvements. The school must have processes in place through**
3062 **which it establishes that the student who registers in a distance education course or degree is the**
3063 **same student who participates in and completes the course or degree and receives the academic**
3064 **credit.**
3065
3066 *2.14.a. Identification of all degree programs that are offered in a format other than regular, on-site*
3067 *course sessions spread over a standard term, including those offered in full or in part through distance*
3068 *education in which the instructor and student are separated in time or place or both. The instructional*
3069 *matrix in Criterion 2.1.a may be referenced for this purpose.*
3070
3071 The MPH Program's Primary Health Care and Health Disparities (PHCHD) track is offered entirely in a
3072 distance education format. The OHSU Teaching and Learning Center supports distance learning (see
3073 criterion 4.2.b.) This track, in place since 2005-06, operates with the same competency-based structure
3074 and curricular model, as do the classroom-based tracks in the SPH. As with all MPH tracks, the PHCHD
3075 track provides the core MPH courses meeting the School's MPH common set of competencies. This track
3076 was part of the OMPH and within the OHSU School of Nursing until July 1, 2015, when the management
3077 transferred into the School of Public Health. However, the legacy of the track focus, and many faculty
3078 who teach in the online MPH (and Graduate Certificate, below) are joint School of Nursing Faculty.
3079
3080 The online Graduate Certificate in Public Health (GCPH) provides academic grounding in public health
3081 fundamentals by requiring completion of the five core courses of the MPH program. In addition,
3082 students choose between one of two electives focused on public health, either *program evaluation*; or
3083 *professionalism, ethics, and systems thinking*. The online Graduate Certificate in Public Health is
3084 described in Criterion 3.3.
3085
3086 In addition to fully online degree and certificate options, the School offers some on-line course options.
3087 For example, The SPH offers PHPM 524 *Introduction to Biostatistics* in a distance format (currently twice
3088 a year) in addition to classroom-based sections. This distance format adheres to the same competency-
3089 based approach to learning as its face-to-face counterparts, and uses the same mechanisms for
3090 evaluation.

3091
3092 ***2.14.b. Description of the distance education or executive degree programs, including an explanation***
3093 ***of the model or methods used, the school's rationale for offering these programs, the manner in which***
3094 ***it provides necessary administrative and student support services, the manner in which it monitors the***
3095 ***academic rigor of the programs and their equivalence (or comparability) to other degree programs***
3096 ***offered by the school, and the manner in which it evaluates the educational outcomes, as well as the***
3097 ***format and methods.***
3098
3099 The track competency matrix for the 58-credit Primary Health Care & Health Disparities program is
3100 available in the ERF.
3101
3102 **Explanation of the model.** This program's foundation is the concepts and principles of Primary Health
3103 Care, which are both a philosophy and an approach to providing public health services. By emphasizing
3104 improvements in primary health care access and quality for underserved populations, this degree
3105 program prepares graduates to tackle health disparities in a unique way.
3106
3107 Students completing this track are prepared to assume clinical leadership roles in a variety of public
3108 health and health care settings. Graduates are able to ensure the quality of implemented community
3109 and clinical care activities, act as resources for the development of innovative and expanded responses
3110 in community and clinical care, coordinate care with regional and county public health offices,
3111 interface with all services involved in the care of patients, and provide counseling and education to
3112 families and patients.
3113
3114 Students use computer technologies such as the Internet, electronic mail, document sharing, and
3115 other web-based tools supporting communication and collaboration as learning modalities within the
3116 master's program. This track follows the School academic calendar.
3117
3118 During the OHSU School of Nursing's reorganization in 2011-12, the Nursing Dean froze admissions to
3119 the MPH track and Graduate Certificate in Public Health, but reopened admissions for 2012-13.
3120 During 2012-13, PHCHD faculty decided to overhaul track competencies based on student feedback
3121 about field experiences and faculty concerns that workforce preparation in certain skills was not
3122 optimal. Specifically, students and faculty expressed desires for additional preparation in research
3123 and data management methods, grant writing, and quality improvement science. The OMPH
3124 curriculum committee approved a revised list of competencies and revisions to the curriculum. The
3125 on-line program implemented the revised curriculum in 2014-15.
3126
3127 Tuition for the online PHCHD track is higher than for the other tracks, providing for the extensive
3128 technical and support networks that underlie this distance program. However, PHCHD students pay
3129 lower fees (because they do not use on-campus services). In 2015-16, tuition for PHCHD students is
3130 $556 per credit for residents, and $718 for nonresidents, plus $125 fee per term. This compares to
3131 the SPH for in-state tuition that is $356 per credit, and $556 for out-of-state tuition per credit. On-
3132 campus students also pay $1,564 per term including university fees and medical and dental
3133 insurance.
3134
3135 **Rationale for offering this program**. Early in the development of the Oregon MPH Program, public
3136 health practitioners from other parts of Oregon voiced concerns about access to graduate study in rural
3137 areas. As the only academic medical center in Oregon, OHSU has a long-standing history of providing
3138 research, healthcare, and education for all citizens of the state. Given this organizational mission and

3139 history, OHSU, then developing and providing distance education in other programming, was the logical
3140 partner to develop an online MPH that more accessible for rural residents. Evolution to the track's
3141 current focus in Primary Health Care and Health Disparities was based on evaluation of prospective
3142 student interest, and has precipitated a notable increase in enrollment. In 2015-16, 25 active students
3143 were local and 16 students were from out of the area, including 12 from rural, underserved communities
3144 and 11 from out of state. Clearly, this program meets needs of not only distance students, but also of
3145 local students for whom the online format is a better fit than a traditional classroom environment.
3146
3147 **Monitoring academic rigor**. The PHCHD track holds to the same standards for academic rigor as do all
3148 tracks in the MPH Program. Both faculty and students indicate that the online model demands more
3149 student participation and accountability than is sometimes the case in traditional classroom settings.
3150 Comments from both groups refer to visible online participation in student discussion forums and
3151 communications between students and instructor. The PHCHD track typically limits class size to between
3152 20 and 25 students per course to assure sufficient instructor time for monitoring participation and for
3153 regular communications with students. With the evolution of doctoral student TA capacity, we may
3154 reassess course class size limits in 2017-18 with the goal of increasing access to distance education
3155 without compromising rigor and quality. The PHCHD Field Experience Coordinator has incorporated
3156 processes for overcoming geographical barriers that are present in distance learning programs, including
3157 reflective journal updates required of students following each 20 hours in the field. Until AY 2015-16, he
3158 used intensive qualitative evaluation of FE, but beginning winter term, 2016, he also adopted the
3159 standard quantitative FE assessment procedures of other MPH tracks.
3160
3161 **Equivalence or comparability to other tracks**. Academic and quarter calendars for this track are the
3162 same as those for the other MPH tracks. The number of credits required for graduation is comparable
3163 also. All core and required courses follow the School's competency-based model and are mapped to the
3164 same program learning competencies. The School's Academic Policy and Curriculum Committee (APCC)
3165 provides a 360^0 oversight of all School programs, and based on the need for core courses to meet the
3166 identical competencies, the MPH including the PHCHD courses, receives especially close scrutiny. All
3167 PHCHD courses use the on-line course evaluation used by faculty employed by OHSU. As throughout the
3168 MPH Program, students in this track must complete the field experience/graduate internship
3169 requirement, and a culminating experience. The student handbooks for the PHCHD track follow the
3170 same format as all other student track handbooks (all based on the same annual core SPH text), and
3171 students are invited to participate in and attend program events including the New Student Orientation
3172 and annual Student Symposium. Beginning in 2012-13, the Oregon MPH Program began podcasting the
3173 *First Friday Public Health Seminar Series* to make the Series more accessible to those who cannot
3174 participate in person, including PHCHD students. Students in the PHCHD track receive communications
3175 from the MPH Program Office and from other tracks via the School's listserv, in the same manner as all
3176 other students, and they participate as student representatives in the School's governance structure,
3177 with the key organizational functions of the Student Leadership Council. PHCHD students also attend
3178 career-planning workshops and network with students from the other MPH tracks.
3179
3180 **Evaluation of educational outcomes**. All methods of evaluating student success used in other tracks are
3181 employed in the PHCHD track, as reflected in the track's competency matrix [Criterion 2.6]. Students
3182 complete "Blue" online course evaluations in addition to the MPH Program Course Competency
3183 Evaluation [Criterion 2.7]. Products required of the field placement are comparable to those required in
3184 the other tracks [Criterion 2.4]. Students in this track also receive the annual MPH Program Student
3185 Survey, which assesses satisfaction with the annual student orientation, program curriculum, career
3186 preparation, and academic advising services. Similarly, alumni of this track receive the biennial Alumni

3187 Survey, which asks them to reflect upon the program's strengths and opportunities in career
3188 preparation. New graduates are included in the Recent Graduates Survey of employment within 12
3189 months of degree completion.
3190
3191 **Format and methods**. The PHCHD track uses the Sakai online course management system, through
3192 which instructors distribute course materials, post course announcements, submit and return
3193 assignments, track grading, provide a collaborative workspace, and conduct lessons. Online learning
3194 through Sakai involves a variety of learning activities including readings, written and video case studies,
3195 faculty-facilitated forums or discussion sections, on- and off-line assignments, exams, phone/webinar
3196 sessions, and hybrid assignments that take students into the field to demonstrate specific skills which
3197 they then present and discuss in the online environment. In all courses, weekly student participation via
3198 submissions or posts are required and assessed. Moreover, these regular written communications
3199 provide faculty a lens through which to observe each student's strengths and needs for support.
3200
3201 Students can access Sakai[7] from any computer or mobile device with an internet connection and web
3202 browser, enabling students and educators to connect from around the globe. The dedicated staff for
3203 the Sakai Help Desk support the Sakai learning platform on Monday through Friday from 8:00 am to
3204 9:00 pm and on weekends from noon until 5:00 pm. The team also includes online learning specialists
3205 who assist faculty in curricular development that is appropriate to, and maximizes the benefits of, the
3206 online learning environment for adult learners.
3207
3208 ***2.14.c. Description of the processes that the school uses to verify that the student who registers in a***
3209 ***distance education course or degree is the same student who participates in and completes the course***
3210 ***or degree and receives the academic credit.***
3211
3212 OHSU's policy for verifying student identity in an online learning environment is presented in
3213 Verification of Student Identify Policy Number: 0-03-0513. The Internet Technology Group (ITG)
3214 oversees student identity. As student credentials expire every six months, students re-establish their
3215 identities via their university-provided email accounts. Students taking online courses for their MPH use
3216 a unique Sakai login that is the same as their university-issued email address. It is against university
3217 policy for students to share their private credentials with other individuals. The original credentials for
3218 login meet the OHSU security standards for identity integrity.
3219
3220 Further helping faculty to confirm student identities, PHCHD faculty members meet their students in
3221 person on multiple occasions: during New Student Orientation at the beginning of the program, at the
3222 annual Oregon Public Health Association (OPHA) meeting in October, and at other SPH events. All
3223 students receive an OHSU ID badge that requires the submission of a passport quality photo to obtain.
3224 Throughout the program, instructors interact with students in the online forums and chat rooms, during
3225 telephone meetings and webinars, and at the special events and conferences noted above. These
3226 interactions help faculty and students recognize and become familiar with each other. Students work
3227 onsite with preceptors during field placements, and faculty periodically meet with students and
3228 internship preceptors via conference calls. Faculty members note that a *persona* develops through the

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[7] Sakai is open source software created and developed by the Sakai Project. The Sakai Project (part of the Apereo Foundation) is a community of universities, schools, and other education organizations who develop the Sakai collaborative learning environment.

3229 online interactions that confirm student-writing styles, patterns of reasoning, and quality of work.
3230 Should something seem amiss during these interactions, the student is contacted to discuss concerns
3231 with his or her engagement in the course or internship.
3232
3233 ***2.14.d. Assessment of the extent to which this criterion is met and an analysis of the school's***
3234 ***strengths, opportunities and plans relating to this criterion.***
3235
3236 This criterion is met.
3237
3238 **Strengths**
3239 • The curriculum and quality assurance processes in place for the online PHCHD track are fully
3240 comparable to all other MPH tracks. All online courses are subject to the same course and
3241 teaching effectiveness surveys that allow for student feedback.
3242 • PHCHD faculty members continue to evaluate and update this curriculum to respond to the
3243 changing needs of public health professionals.
3244 • All MPH Program events and support services are available to students in the PHCHD track.
3245 • In a survey of online public health graduate programs, the PHCHD program ranked 14 out of the
3246 top 25 programs, receiving a rating of 8.34 out of 10 points, based on graduate student and
3247 alumni surveys on 15 categories. http://www.graduateprograms.com/online-public-health-
3248 graduate-programs/
3249
3250 **Weaknesses**
3251 • The program as currently structured restricts on-campus student access to the courses in the
3252 online program despite lower PHCHD enrollments and common syllabi with the on-campus
3253 courses.
3254 • PHCHD enrollment has been trending down, raising some question about whether the School is
3255 "doing the right things" to meet workforce and student demand for online MPH courses.
3256
3257 **Plans**
3258
3259 • The SPH is exploring opening online courses to students in other MPH tracks on a limited
3260 pilot basis beginning in 2016-17. PHCHD students would have priority enrollment, but
3261 courses with capacity could enroll students from other MPH tracks to facilitate on-time
3262 degree completion or other School priorities.

3263 • The SPH will continue to monitor enrollment trends in the PHCHD track and Graduate
3264 Certificate develop a long-term outreach strategy for maintaining or growing the

3265 • The School is exploring opportunities for SPH faculty with established research programs to
3266 teach online courses.

3267 • Further integrate the leadership and faculty resources provided by the new SPH to create
3268 more synchronous and centralized evaluation data

Criterion 3. Creation, Application, and Advancement of Knowledge

3.1 Research

The school shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.

3.1.a. Description of the school's research activities, including policies, procedures and practices that support research and scholarly activities.

The School of Public Health fosters an environment that is supportive of research and scholarship by its faculty and master and doctoral degree students. Excellence in research is a core value of the School and is essential to maintaining education and service missions that represent the state of the science in public health practice. The OHSU-PSU alliance has created a strong combination of community and medical research capacities. The School's faculty members are accomplished researchers in multiple fields, many of whom have received international recognition for their work. The expertise of the faculty covers a variety of disciplines including biostatistics, women's health, environmental and occupational health, delivery of health services, community-based participatory research, and international health.

Faculty and students engage in funded interdisciplinary research in areas of mental health, aging, cancer, cardiovascular disease, osteoporosis, dementia, physical activity, air and water toxics, HIV/AIDS, and complementary and alternative medicine, among others. Colleagues at both OHSU and PSU are engaged in studying early determinants of health and bringing epidemiologic and public health perspectives to epigenetic studies conducted by laboratory researchers. Many areas of faculty research—such as investigations into nutrition and food environments, obesity, bone and joint health, and cancer prevention—have produced long-term funding streams.

The SPH Research Committee (RC) oversees the operations of the Research Office (RO) as described in the School's Bylaws. These activities include fostering research collaborations among faculty, sharing grant opportunity announcements, solving problems related to subcontracts between institutions, supporting grant-writing seminars, and developing policies related to research and research reporting. The RC explores other methods of increasing collaborations between and among faculty through improvements to the pre-award and post-award management of grants. With such infrastructure in place, the School is optimistic about the future growth of public health research (see Table 3.1.a Research Committee Membership).

At present, the School lacks a single portal for grant submission or a single system for grants management. The School will begin "case-testing" a unified process in July 2016. In concept, the two Vice Presidents of Research from OHSU and PSU agree that the OHSU Research Management infrastructure will have the responsibility and support faculty grants for faculty from both universities. Attribution will still follow the Principal Investigator's employer. As the SPH matures, the Research Office will coordinate a single system for submission and post-award management of grants.

Policies, Procedures and Practices: The SPH collaborates closely with the two universities on research policy and procedures, as summarized in Table 3.1.a.1. The following documents provide further evidence of the School's research activities:

- Table 3.1.a.1 Research-Related Policies and Resources of the OHSU-PSU SPH

- Appendix 3.1.a Common Reliance Agreement for Review of Collaborative Research

3311 Of the School's primary faculty, more than two-thirds have at least one active grant, with the average
3312 number of grants per primary faculty at 3.4 in FY 2015. The more than $12 million represents new
3313 awards.

Table 3.1.a.1 SPH Sponsored Awards by Activity			
	FY 2014	**FY 2015**	**FY 2016 (partial)**
Research	$ 7,994,391	$ 7,610,546	$ 2,302,764
Clinical Trials	$ 140,544	$ 896,281	$ -
Instruction	$ 139,863	$ 730,246	$ 157,284
Other Sponsored Activities[1]	$ 3,477,486	$ 3,078,062	$ 1,854,576
Grand Total	**$ 11,752,284**	**$ 12,315,136**	**4,314,624**

Notes: [1] Other Sponsored Activities - Programs and projects financed by Federal and non-Federal government agencies and private and not-for-profit organizations that involve the performance of work other than Instruction, Organized Research, or Clinical Trials. Examples of such programs and projects such as community service programs (e.g. Grants for public service/outreach activities, a study involving only collection of data for entry into a registry, curriculum development for non-OHSU/PSU students and faculty for "training course").

3314

Table 3.1.a.2 SPH Sponsored Awards by Sponsor			
	FY 2014[1]	**FY 2015**	**FY 2016 (partial)**
NIH	$ 6,819,997	$ 6,477,926	$ 2,197,025
Other Federal (CDC, SAMHSA, HRSA, NSF)	$ 3,034,736	$ 3,545,639	$ 1,705,793
Nonfederal Government	$ 149,577	$ 146,585	$ -
Industry	$ 170,544	$ 896,281	$ 247,627
Private[2]	$ 1,577,430	$ 1,248,705	$ 164,179
Total	**$ 11,752,284**	**$ 12,315,136**	**$ 4,314,624**

Notes: [1] Fiscal Year 2014 runs from 7/1/2013 through 6/30/2014; [2] Private includes Foundations, Associations, and other private organizations.

3315
3316 A record of successful competition for grants and contracts supports the SPH research mission. When
3317 one considers annual expenditures, sponsored activities constituted 38% of the School's FY2015 revenue
3318 of $20,249,200.

3319 In addition to this research effort, the School has one of the largest cadres of biostatisticians among
3320 health science centers on the West Coast. More than 30 faculty and research staff participate in the
3321 Biostatistics Design Program (BDP). Two faculty members in PSU's Mathematics-Statistics department
3322 hold appointments in the SPH. Dr. Jodi Lapidus (Director of the BDP and Professor of Biostatistics)
3323 assigns incoming tasks to various biostatistics faculty and masters-level staff. The BDP, while a part of
3324 the School, supports OHSU-wide requests for data analysis and grant preparation, primarily on a fee-for-
3325 service basis totaling about $2 million annually. In FY 2015, BDP responded to 138 requests for grant
3326 assistance with a 50% success rate to date. The biostatistics faculty group is quite productive in grant
3327 and manuscript production, and many of the biostatisticians publish 20 peer-reviewed papers a year, on
3328 top of writing their own grants and teaching responsibilities.

3329 The recent $1 billion donation to the OHSU Knight Cancer Institute will add ten or more new
3330 biostatisticians needed to support cancer research; and the primary academic home for biostatistics
3331 faculty is in the SPH. As the School's research program moves forward, faculty based at PSU will have

3332 ready access to the BDP. The financial ripples of these efforts boost substantially the university's grant
3333 enterprise, as well as provide learning and job opportunities for many graduate students.

3334 ***3.1.b. Description of the current research undertaken in collaboration with local, state, national or***
3335 ***international health agencies and community-based organizations. Formal research agreements with***
3336 ***such agencies should be identified.***

3337 In the paragraphs below, we have included several examples of community-engaged and community-
3338 based participatory research that are conducted in research centers and community partnerships in the
3339 SPH. We expect that the success we have had in these arenas will continue as the SPH grows and
3340 matures.

3341 **Oregon Health Authority**. PSU has a master agreement with OHA that facilitates contractual
3342 research work with OHPR since 2002. Currently, **Dr. Sherril Gelmon** (Professor in Public Health)
3343 and **Dr. Neal Wallace** (Professors in Public Health) are conducting a comprehensive, multi-year
3344 evaluation of the implementation of Oregon's Patient Centered Primary Care Home model. This
3345 project provides an ongoing opportunity to support graduate research assistants, and offers
3346 valuable opportunities for immediately relevant research in the local health policy arena, as well
3347 as timely teaching material and access to evolving new resources, policies, and practices that
3348 affect our graduates in practice. PSU has a collaborative agreement with the Oregon Health
3349 Authority that facilitates contracting with PSU faculty and hiring of PSU graduate students to
3350 work on short-term research projects, which may also serve as a student's field experience.

3351 The **Center for Healthy Communities** based at OHSU is one of 26 CDC-funded prevention
3352 research centers. **Dr. Thomas Becker** (Professor in Epidemiology) carries out this activity with his
3353 colleague at the Northwest Portland Area Indian Health Board, Dr. Warren-Mears (Affiliated
3354 Professor and Director of the Northwest Tribal Epidemiology Center). The Center conducts a
3355 needs assessment of tribal health priorities with its primary partner, the Northwest Portland
3356 Area Indian Health Board and its Tribal Epidemiology Center. After gaining insight and the
3357 approval from tribal leaders, the Center seeks grant opportunities. Over the past 15 years, the
3358 Center and the Board have won multiple federal grants to address substance abuse and mental
3359 health issues, the number one concern from the tribes. One currently funded project focuses on
3360 tribal youth and delivery of health education for sexually transmitted diseases, alcohol and drug
3361 use, early pregnancy, dating violence, and other topics important to American Indian and Alaska
3362 Native teens. The Center works with tribal leaders to develop a culturally appropriate
3363 curriculum, "Native STAND," and provides small grants to 50 tribes nationally to implement
3364 companion intervention programs within their own reservation and urban communities. CDC
3365 provides five years of funding for this project with a substantial proportion of funds going
3366 directly to the participating tribes in a true CBPR fashion.

3367 In other research at the Center, **Dr. William Lambert** (Associate Professor in Environmental
3368 Systems & Human Health) is engaged in a community-university research project that addresses
3369 tribal concerns about toxins present in salmon and other subsistence fish, and the potential risks
3370 posed to health. This collaborative research includes the Columbia River Inter-Tribal Fish
3371 Commission and the fisheries programs of the four Salmon Treaty tribes (Yakama, Umatilla,
3372 Warm Springs, and Nez Perce). As a member of CDC's National Prevention Research Center
3373 Network, the OHSU Center for Healthy Communities is a part of the Healthy Brain Network and
3374 conducts intervention research on physical and mental exercise to prevent cognitive decline and
3375 dementia in older African Americans living in North Portland. Similarly, the Center is part of the
3376 Cancer Control and Prevention Research Network and conducts research on HPV vaccination in

3377   rural and tribal populations in Central Oregon (**Dr. Jackilen Shannon**, Associate Professor in
3378   Health Behavior). Community advisory boards guide both of these projects. The Center also
3379   helps to bridge partnerships with other local groups to extend education and training efforts,
3380   such with the Provost-sponsored *OnTrack OHSU*, a science pipeline program that supports
3381   native students from grades 6 through undergraduate studies.

3382   **Providence Center for Outcomes Research and Education. Dr. Jill Rissi** (Associate Professor in
3383   Health Policy) is working with CORE on an evaluation of Oregon's Heath Engagement Model
3384   (HEM) for public employees. The two phases of the evaluation utilize a mixed-method research
3385   plan to assess participation, health efficacy, behavioral change, health outcomes, health costs,
3386   and overall job satisfaction. The mixed-methods design also captured qualitative data about
3387   factors that contributed the observed outcomes. Other recent collaborative research conducted
3388   with CORE includes two evaluations of Oregon's Coordinated Care Organizations; a mixed-
3389   methods study of implementation and early outcomes, and an in-depth qualitative study of two
3390   CCO's governance strategies and alternative payment models.

3391   **Impacts of Coordinated Care Organizations on Treatment for Substance Use Disorders.** The
3392   Oregon Health Plan (Medicaid), a national leader in health care transformation, contracts with
3393   16 regional Coordinated Care Organizations (CCOs) to provide integrated medical, behavioral,
3394   and dental care in-patient centered primary care homes (PCPCHs). **Dr. Dennis McCarty**
3395   (Professor in Health Services Research) is leading the mixed-methods analysis that assesses the
3396   implementation of CCOs and the impacts on treatment for alcohol and drug use disorders
3397   through qualitative interviews with stakeholders in each CCO and quantitative analysis of
3398   Medicaid encounter data. Robin Baker, PhD student in Health Systems & Policy is working on
3399   the study of CCOs and conducting her dissertation research in this area.
3400

3401   **Developmental Origins of Health and Disease (DOHaD)**   DOHaD, and the related area of
3402   epigenetic mechanisms, is a significant area of focus for an interdisciplinary research team
3403   involving both PSU and OHSU faculty. Researchers from the Moore Institute for Nutrition and
3404   Wellness (OHSU School of Medicine), Center for Public Health Studies (PSU School of
3405   Community Health) and Public Health and Preventive Medicine (OHSU). **Dr. Lawrence Wallack**
3406   (Professor in Community Health) is the lead faculty member. The purpose of this group is to
3407   expand the science of DOHaD by developing a "first hit-second hit" framework in which to
3408   situate both future epigenetic and social research and develop models for communicating this
3409   emerging science to policy makers and community groups. The various perspectives applied
3410   include environmental epidemiology, nutrition, developmental biology, public health framing
3411   and communication, cognitive science, and social epidemiology. Several publications have
3412   already emerged as well as agenda-setting refereed commentaries in the primary maternal and
3413   child health journal and public health journal. In addition to research initiatives, the research
3414   team engages the community in the Portland metropolitan region. Other faculty members
3415   involved on this interdisciplinary research team include **Dr. Dawn Richardson** (Assistant
3416   Professor in Community Health), **Dr. Liana Winett** (Associate Professor in Community Health),
3417   **Dr. Lynne Messer** (Associate Professor in Community Health), **Dr. Janne Boone-Heinonen**
3418   (Assistant Professor in Epidemiology), and Dr. Kent Thornburg (M. Lowell Edwards Chair,
3419   Professor of Medicine, Director of the Center for Developmental Health at the Knight
3420   Cardiovascular Institute, and Director of the Bob and Charlee Moore Institute for Nutrition &
3421   Wellness).
3422

3423 **The Dignity Village and Right 2 Dream Too Respiratory Health Study** is a community-based
3424 participatory epidemiologic assessment of the respiratory health of houseless persons residing
3425 in one of two settlements: Dignity Village in Northeast Portland, and Right 2 Dream Too (R2D2)
3426 in Northwest Portland. **Dr. Alexis Dinno** (Associate Professor in Community Health) developed
3427 the study's aims, design, and survey content in consultation with the residents of both
3428 settlements. The work addresses concerns expressed by residents of Dignity Village about their
3429 respiratory health in relationship to the Portland Metro composting facility on which the city
3430 built the settlement. The overall hypothesis is that respiratory health will be worse among
3431 Dignity Village residents as compared to residents of R2D2.
3432
3433 **Harvest for Healthy Kids** is an evidence- and theory-based program developed by Mt. Hood
3434 Community College, Head Start, and Portland State University to promote fruit and vegetable
3435 intake among 3-5 year olds in early care and education settings. **Dr. Betty T. Izumi** (Assistant
3436 Professor in Community Health) leads the program including foodservice modifications,
3437 classroom education, and family engagement. To promote its successful implementation, the
3438 Harvest for Healthy Kids curriculum aligns with the Head Start Child Development and Early
3439 Learning Framework; each activity assesses multiple areas of child development and learning.
3440 Classroom education and family engagement materials are available in Spanish and Russian.
3441 Efforts to disseminate the program beyond MHCC Head Start include a [website](), which provides
3442 free access to the curriculum and has over 1,200 registered users; in-person trainings for early
3443 care and education professionals, which to date have reached 3,000+ children; and, an online
3444 training for early care and education professionals developed by Kansas Child Care Training
3445 Opportunities.

3446 **Medication Research Partnership**. **Dr. Dennis McCarty** (Professor in Health Services Research) is
3447 the PI on the Medication Research Partnership is a collaboration between a large national
3448 commercial health plan headquartered in the Delaware Valley and nine treatment centers
3449 contracting with the health plan and located in nearby states (Delaware, Maryland, and
3450 Pennsylvania). The Partnership tested the use of organizational change and system change
3451 interventions to enhance implementation of medications approved to support recovery from
3452 alcohol and opioid use disorders.

3453 **Let's Get Healthy!** Dr. Lisa Marriott (Assistant Professor in Health Behavior) is the PI for an NIH-
3454 funded Science Education Partnership Award exhibit that supports education, research,
3455 community service, and on-site training of a public health workforce. Currently, over 20,000
3456 people have participated as human subjects in its anonymous cross-sectional research held at
3457 111 sites (including 4 states outside of Oregon, one permanent museum exhibit, and one
3458 international site in Thailand), with an additional 1200 participating in one of three longitudinal
3459 cohort studies. At each "health fair"-like event, interested individuals can participate in health
3460 education stations, including diet, sleep, body composition, cancer risk, blood pressure, and
3461 blood chemistry screening. The informatics platform supports content delivery, data collection,
3462 and immediate return of tailored feedback to individuals based on their results. Population-level
3463 summary data are returned to community organizations and schools via an interactive data
3464 visualization website to support grants, needs assessments, community-based projects, and
3465 surveillance of health behaviors over time. The informatics platform received the 2015
3466 Technology Award from Society of Public Health Education for its innovative method of
3467 engaging communities and health organizations in education, research, and service. Partners
3468 include regional health departments, community-based health organizations, hospital systems,

3469   museums, and schools -- who use the data and its on-site training of students and community
3470   members for service learning and participatory action research projects.

3471   Just over a year ago, Dr. Jackilen Shannon (Associate Professor in Health Behavior) initiated the
3472   Integrated Program in Community Research and serves as its Director. Although based at OHSU,
3473   it provides a valuable infrastructure resource for the OHSU-PSU School of Public Health to
3474   connect SPH academic researchers and communities. The Integrated Program's unifying model
3475   for efforts around Community Engaged Research address three key supports:

3476   1. **Building Capacity** – support the necessary infrastructure to connect academic
3477   researchers and interested communities as well as to foster communities' ability to
3478   implement and disseminate research
3479   2. **Ensuring Relevance** – promote development of research questions and approaches that
3480   address issues relevant to the community and the region
3481   3. **Enhancing Receptivity** – encourage trust between the community and the academic
3482   partner, expand the understanding of research, and opportunities to participate and
3483   collaborate in research activities. https://www.ohsu.edu/xd/research/integrated-
3484   program-community-research/

3485 Strategies focus in two key areas: building tools and a network to facilitate collaborations
3486 between academic researchers and communities and provide targeted education and training to
3487 support the development of research best practices and employ the principles of community
3488 engagement. Examples of Year One Strategies include:

3489   • Establish partnerships with existing health advocacy groups and research alliances
3490   throughout Oregon to build Community Research Coalitions that support academic-
3491   community collaboration.
3492   • Create Web-based tools to leverage and support existing programs and investigators.
3493   • OHSU Community Research Map - an interactive web-based map that lists OHSU
3494   Research Projects by Oregon county; shows depth and breadth of projects, existing
3495   connections with communities, helps reveal areas of strength, weakness and
3496   opportunity in the realm of OHSU Community Engaged Research.
3497   • Find a Research Partner - an interactive web-based tool designed to facilitate
3498   connections between OHSU investigators and community partners, allows the user
3499   to search by researcher name, research areas of interest, organization, project title, and
3500   location.

3501 These are just a few examples of the community-engaged and community-based participatory research
3502 highlighted from the research activities of the SPH primary faculty.

3503

3504 ***3.1.c. A list of current research activity of all primary faculty identified in Criterion 4.1.a including***
3505 ***amount and source of funds for each of the last three years (FY2014, FY2015, FY2016). These data***
3506 ***must be presented in table format and include at least the following information organized by***
3507 ***department, specialty area or other organizational unit as appropriate to the school: a) principal***
3508 ***investigator, b) project name, c) period of funding, d) source of funding, e) amount of total award, f)***
3509 ***amount of current year's award (FY2015), g) whether research is community based, h) whether***
3510 ***research provides for student involvement (funded or unfunded student participation).***

3511 Table 3.1.c.1 lists the funded research activity for all primary faculty for the last three years.

3512

3513 **3.1.d. Identification of measures by which the school may evaluate the success of its research**
3514 **activities, along with data regarding the school's performance against those measures for each of the**
3515 **last three years (FY 2014, FY 2015, FY 2016).For example, schools may track dollar amounts of**
3516 **research funding, significance of findings (e.g., citation references), extent of research translation**
3517 **(e.g., adoption by policy or stature), dissemination (publications in peer-reviewed publications,**
3518 **presentations at professional meetings) and other indicators. See CEPH Template Outcome Measures.**

3519

| 🟩 | *Things are going well.* | 🟨 | *Watch this more closely.* | 🟥 | *Target not met; need to act.* |

3520

Table 3.1.d Measures by which SPH Evaluates Success in Research Activities					
	Quantifiable Indicators	**Target**	**FY 2014**	**FY 2015**	**FY 2016**
🟩	**Total awards from grants and contracts will increase by 5% each year**	+5% .	$11,752,284	$12,315,136 5%	*Pending 10/2016*
🟩	**Of all project proposals submitted, at least 25% will be funded annually**	25%	51%	29%	*Pending 10/2016*
🟩	**30% of primary faculty engage or partner with communities on funded research projects**	30%	62%	59%	*Pending 10/2016*
🟨	**At least 300 peer-reviewed manuscripts in journal publications will be attributed annually to one or more SPH primary faculty**	300	302	212	*Pending 1/2017*
🟨	**At least 75% of primary faculty will disseminate research, scholarship, or best practices at professional meetings**	75%	*62%*	*69%*	*Pending 10/2016*
🟩	**At least 20% of primary faculty report that graduate students worked on their funded research projects**	20%	24%	32%	*Pending 10/2016*

3521

3522 **3.1.e. Description of student involvement in research.**

3523 Students are a vital and integral part of the School's research programs. Faculty and staff encourage
3524 graduate students to engage in a scholarly pursuit that can lead to a scientific presentation or
3525 publishable manuscript. The expectation is that PhD students will have the opportunity to publish and
3526 contribute to the development of new knowledge in public health sciences and/or public health policy.
3527 All graduate students complete coursework focused on the ethical analysis of health services delivery
3528 and/or research.

3529 Of the more than 70 non-instructional research projects awarded to primary faculty in FY 2015 in Table
3530 3.1.c.1, 32% involved masters or PhD students in research. The SPH Student Poster Showcase during
3531 Public Health Week, OHSU Research Week, the annual meeting of the Oregon Public Health Association,
3532 and other scholarly meetings support students in analyzing and presenting scholarly work.
3533 Examples of student publications are in the ERF.

3534 The School of Public Health and the Center for Healthy Communities at OHSU co-sponsor a noon-hour
3535 public health seminar series on the first Friday of every month. Faculty assist in scheduling speakers

3536   identified by the graduate students. PSU and OHSU students alternate in hosting the seminars on their
3537   respective campuses. The events are open to current and former students, staff, faculty, and interested
3538   community members. Table 3.1.e.1 in ERF lists faculty and topics for the Public Health Seminar Series
3539   since January 2013.

3540   ***3.1.f. Assessment of the extent to which this criterion is met and an analysis of the school's strengths,***
3541   ***weaknesses and plans related to this criterion.***

3542   This criterion is met.

3543   **Strengths**

3544   • The faculty of the SPH are excited about the research possibilities the new collaborative will
3545   bring. SPH has a host of young and energetic faculty members who are anxious to establish
3546   significant research careers on the social determinants of health and on health disparities,
3547   consistent with the School's mission.
3548   • We have a healthy grant enterprise already in place, projected to grow substantially. Both OHSU
3549   and PSU have established grant infrastructures and each school has substantial administrative
3550   capacities to support both pre- and post-award grant activities.
3551   • Some areas of research strength include alcohol and drug-related treatment, community-based
3552   research, health disparities, health systems reform, health policy, and prevention research.

3553   **Weaknesses**

3554   • As we grow the research program, the School's biggest challenge relates to the development of
3555   collaborative research to combine our faculty strengths to work together on research and
3556   scholarship.
3557   • To attract the best PhD graduate students, the School needs to be able to supply tuition and
3558   stipend support that is competitive with other public health training programs. SPH lacks T32
3559   and other (research) training grants. It will take time to establish a competitive record of
3560   accomplishment in developing productive PhD research trainees and PhD graduates.
3561   • The decline in federal grant funding is a challenge affecting almost all research programs at both
3562   universities. We need to be strategic about the investment of resources for the growth of our
3563   grant-funded research program in light of increasing competition for and declining levels of
3564   support from federal grant funds.
3565   • The lack of a common building to house graduate programs and faculty is a barrier to building a
3566   collaborative research culture.

3567   **Plans**

3568   • The School will implement a single grant submission portal and a single post-award office to
3569   manage SPH grants beginning in 2016.
3570   • The School will designate the inaugural research retreat as an annual event with follow-up
3571   activity with SPH faculty from both universities to enhance collaboration.
3572   • The School will coordinate the public health grand rounds to fit with teaching schedules of
3573   faculty at both universities.
3574   • SPH will hold grant-writing workshops for junior faculty and graduate students each year and
3575   assign mentors to junior faculty.
3576   • SPH will leverage existing funding opportunities at both universities for internal awards that
3577   would provide for collection of pilot data to support larger grants (such as R01 grants).
3578   • SPH will enhance funds to support professional travel for faculty and graduate students.

3579   •   The construction of a new building, or the remodel of an existing structure, for graduate
3580   programs and faculty is critical to enhancing the School culture that fosters collaborative
3581   scholarship and research and community- engaged projects.

3582 **3.2 Service**
3583 **The school shall pursue active service activities, consistent with its mission, through which faculty and**
3584 **students contribute to the advancement of public health practice.**

3585 *3.2.a. Description of the school's service activities, including policies, procedures and practices that*
3586 *support service. If a school has formal contracts or agreements with external agencies, these should*
3587 *be noted.*

3588 The School supports the active participation of faculty in service activities. These activities include

3589 • **Administrative** and governance service to the institution includes service on program, school or
3590 university-wide committees

3591 • Service to the **profession** includes contributions to governing the profession such as editorial
3592 activities, participation in review panels and study sections, participating as leaders in
3593 professional associations and planning association meetings

3594 • Service to **public health communities** includes application of public health knowledge, technical
3595 expertise, and skills in various practice settings, policy development, and consultation with
3596 community organizations

3597 The School's faculty members follow the expectations of their employing institution for service activities
3598 and outside engagement of faculty in activities that advance their work and provide for personal growth.
3599 The general guidance on what constitutes appropriate and inappropriate outside professional activity is
3600 explained through institutional *Conflict of Commitment & Interest* policies. (e.g., 3.2.a [PSU policy on](#)
3601 [outside employment](#))

3602 *3.2.b. Description of the emphasis given to community and professional service activities in the*
3603 *promotion and tenure process.*

3604 Both universities have a strong commitment to community service and engagement that starts with
3605 their missions statements and supported by policies and procedures.
3606 • PSU has the concept of service and community engagement highlighted in 2 of their mission
3607 statements: "We *serve* and sustain a vibrant urban region through our creativity, collective
3608 knowledge and expertise", and "We are dedicated to collaborative learning, innovative
3609 research, sustainability and *community engagement*".
3610 • OHSU mission statement starts with "As part of its multifaceted public mission, OHSU strives for
3611 excellence in education, research and scholarship, clinical practice and *community service*" and
3612 strives to "Lead and advocate for programs that improve health for all Oregonians, and extend
3613 OHSU's education, research and healthcare missions through *community service*, partnerships
3614 and outreach".
3615 • When the two universities made the decision to move forward with a SPH, one of the early
3616 activities was to work with faculty on the development of a three-pronged SPH mission
3617 statement, one of which is to "*Engage with communities to improve population health."*
3618 In addition, both PSU and OHSU address the expectation of public service and outside engagement of
3619 faculty in activities that advance their individual professions, and provides for personal growth. With this
3620 responsibility, faculty are provided general guidance regarding what constitutes appropriate and
3621 inappropriate outside professional activity primarily through institutional *Conflict of Commitment and*
3622 *Interest* policies.

3623 PSU mission statements https://www.pdx.edu/portland-state-university-mission

3624 OHSU mission statements: https://www.ohsu.edu/xd/about/vision/mission-statement.cfm

3625 The School's faculty members adhere to the general criteria for promotion and tenure across
3626 research/scholarship, teaching, and service provided by their employing institution and administrative
3627 unit. The cultures at the two universities are distinct and vary.

3628 Research productivity is a large expectation for faculty promotion at both OHSU and PSU. The specific
3629 assignments made by supervisors set the balance of review for rank promotions. Faculty at junior levels
3630 engage in some community and professional service with increasing trajectories in service expected as
3631 they advance in rank. The specific assignments made by supervisors set the balance of review for rank
3632 promotions.

Table 3.2.b Service Activities of Recently Promoted Faculty			
Faculty Name	**Promoted From**	**Promoted To**	**Service Activity**

3633

3634 ***3.2.c. A list of the program's current service activities, including identification of the community,***
3635 ***organization, agency or body for which the service was provided and the nature of the activity, over***
3636 ***the last three years. See CEPH Data Template 3.2.1. Projects presented in Criterion 3.1 should not be***
3637 ***replicated here without distinction. Funded service activities may be reported in a separate table; see***
3638 ***CEPH Template 3.2.2. Extramural funding for research or training/continuing education grants should***
3639 ***be reported in Template 3.1.1 (research) or Template 3.3.1 (funded workforce development),***
3640 ***respectively.***
3641
3642 Table 3.2.c.2 provides a summary of service activities. Of these service activities, 80% of primary faculty
3643 members reported their involvement in the administration and governance of the School and/or
3644 universities; two-thirds volunteered their expertise in myriad community venues; and 33% contributed
3645 to their professions by serving as officers of an association or society or serving on NIH study sections.
3646 Activities not counted relate to manuscript review for journals and attending the annual meetings of
3647 professional associations. All service activities reported by primary faculty are located in the ERF Table
3648 3.2.c.i (Template 3.1.1) lists the service activities of primary faculty.

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Table 3.2.c.2 Summary of Service Activities of Primary Faculty, 2013 to 2016			
Service Activity Type	**Activities**	**Faculty**	
	#	#	%
Service to the Institution			
University	38	25	33%
Service to the Profession			
Association or Society Officers	31	17	28%
Journal Board Activities	86	20	33%
Grant Reviews/Study Sections	48	27	43%
Volunteering Expertise to Community			
Advisory Panels	93	36	59%
Community Board Activities	8	6	10%
Community-based organizations	34	21	34%
Consultations, testimonies, and technical support	21	14	23%
Task Forces/Work Groups	10	8	13%
NOTE: Based on 61 primary faculty reporting by March 1, 2016; excludes manuscript reviews			

3657

3658 The School's faculty and students are collaborating to create a student-run, interdisciplinary, free health
3659 and social services clinic in conjunction with Transition Projects, Inc., which provides sheltered housing
3660 for people in Portland who are experiencing homelessness. The student leaders include MPH students in
3661 HMP and HP plus PhD students in HSP. These students as well as OHSU health profession students are
3662 involved in the early planning with several conducting course-based projects to assist in the planning of
3663 the clinic. Dr. Gelmon (professor of Health Policy) is one of the faculty leads. Over the next few months,
3664 the student leaders will be recruiting students from other SPH programs, as well as PSU programs, to
3665 participate in this project.

3666

3667 ***3.2.d. Identification of the measures by which the program may evaluate the success of its service***
3668 ***efforts, along with data regarding the program's performance against those measures for each of the***
3669 ***last three years. See CEPH Outcome Measures Template.***

| 🟩 | *Things are going well.* | 🟨 | *Watch this more closely.* | 🟥 | *Target not met; need to act.* |

3670

Table 3.2.d Measures Used to Evaluate Success of Service Efforts					
	Indicators	**Target**	**AY 2013-14**	**AY 2014-15**	**AY 2015-16**
🟩	**At least 2,000 public health practitioners will participate in SPH-sponsored professional development seminars and events annually**	2,000	3,545	4,122	1,287 *partial year*
🟩	**30% of faculty will report community service activities annually**	30%	27%	*32%*	59%
🟩	**At least 40% of primary faculty will apply public health scholarship, knowledge, and skills in practice settings**	30%	85%	*49%*	29% partial year
🟨	**At least 33% of primary faculty will provide testimony, technical support, interviews with media, consultations, and/or Ted Talks on public health issues related to their expertise**	33%	30%	15%	9% partial year
🟩	**At least 33% of primary faculty will serve on advisory panels, board of directors, or task forces related to community organizations, NGOs, or health departments**	33%	45%	31%	17% partial year
🟩	**At least 25% of students will report community service activities** (excluding practice experience or job)	25%	*not collected this year*	37%	*Pending 7/2016*

3671

3672 ***3.2.e. Description of student involvement in service, outside of those activities associated with the***
3673 ***required practice experience and previously described in Criterion 2.4.***

3674 Each year the OMPH/SPH Student Leadership Council and Health Promotion Student Organization
3675 organize a Public Health Day of Service close to the National Public Health Week and Earth Day. This
3676 year, the Farm Tour and Service Learning opportunity happened on April 22 from 9:30 am to 12:30 pm.
3677 Students as well as public health alumni learned about urban farming, the importance of wetland
3678 conservation, and environmental stewardship at Zenger Farm in Portland. The expectation is that public
3679 health students are involved in service activities, which they self-report on the annual student survey.
3680 We have basic information that says they either "are" or "are not" involved in service or volunteer
3681 activities. We are looking for a more systematic way of keeping track of these valuable services our
3682 students provide to various communities. In order to nurture a culture of service in the School, the
3683 Student Leadership Council and the Alumni Association will recommend a way to document service and
3684 volunteer efforts of students.
3685
3686

3687 ***3.2.f. Assessment of the extent to which this criterion is met and an analysis of the program's***
3688 ***strengths, weaknesses and plans relating to this criterion.***

3689 **Strengths**
3690 • The expectations for service are well integrated into the SPH and considered in the promotion
3691   process for the primary faculty.
3692 • The SPH faculty are involved in a wide range of service activities, including involvement in the
3693   administration and governance of the school and university, service to the profession, as well as,
3694   service to various communities.
3695 • More than one third of the SPH primary faculty members have prior practical experience in
3696   public health settings.

3697 **Weaknesses**
3698 • We believe student involvement in service and volunteer activities is high, but we lack a
3699   systematic way of capturing scope and magnitude, as student response rates remain low on
3700   surveys.
3701 • SPH faculty involvement in sharing expertise and serving on community boards may be dipping
3702   or not captured through their CVs.

3703 **Plans**
3704 • The School will set strategic directions to enhance faculty and student engagement with
3705   communities and populations
3706 • The SPH plans will implement *Symplicity*™ in winter 2017 to collect student service and
3707   volunteer data more systematically, in addition to using the software to track field placements.
3708

3709 **3.3 Workforce Development**

3710 **The program shall engage in activities other than its offering of degree programs that support the**
3711 **professional development of the public health workforce.**

3712 *3.3.a. Description of the ways in which the program periodically assesses the continuing education*
3713 *needs of the community or communities it intends to serve. The assessment may include primary or*
3714 *secondary data collection or data sources.*

3715 The SPH recognizes its responsibility to meet the continuing education needs of the public health
3716 workforce and uses several methods to assess such needs in the public health community. These include
3717 alumni and employer surveys, External Advisory Council (EAC) recommendations, and collaboration with
3718 the Northwest Center for Public Health Practice (NWCPHP) at the University of Washington [Criterion
3719 3.3.e]. The charge for the Workforce Development Committee (WDC) is determining how to address
3720 identified needs.

3721 In a 2015 survey of alumni who graduated within the last five years (2009 through 2014), respondents
3722 provided feedback about topics they would like to see offered as continuing education opportunities.
3723 Out of 21 topics, the highest rated included (1) epidemiology and public health policy, and (2)
3724 communicating with diverse groups. Alumni tended to prefer topics close to their majors; for example,
3725 of the Epidemiology/Biostatistics respondents, four of the five most selected topics related to their
3726 major (outbreak investigation, epidemiology and public health policy, biostatistics, and informatics).

3727 In fall 2013, the External Advisory Committee (now Council) conducted a survey asking employers to
3728 rate OMPH alumni in core public health competencies. Findings suggested the need for more
3729 discussions with employers about the levels of competency expected for entry, mid-level, and
3730 supervisory positions. The WDC uses results of needs assessment activities to coordinate and guide the
3731 continuing education efforts of faculty. We accelerated the committee activity this year by using recent
3732 SPH alumni survey findings (See Alumni Survey in ERF).

3733 The results of the employer and alumni surveys raised more questions for the EAC, WDC, and SPH
3734 Leadership. We decided to conduct focus group interviews and key informant interviews with industry
3735 and private not-for-profit employers, non-governmental organizations, and practitioners at the state
3736 and county levels. The School began this work in 2016, which is carrying over through summer 2016.

3737 As a regional partner with the NWCPHP, the SPH collaborates with five other Western states plus the
3738 Northwest Portland Area Indian Health Board to survey public health workforce needs. The NWCPHP
3739 regional educational and governmental public health partners meet once each year to discuss workforce
3740 development practices and needs. As a partner, the OMPH/SPH participates in the distribution and
3741 promotion of the workforce survey in 2013. NWCPHP and partners began the most current survey of
3742 public health practitioners, and roughly 23% of respondents from Oregon. Dr. Neil Wallace (Professor of
3743 Health Policy) represented the OMPH/SPH in the Oregon workgroup, which met for nine months
3744 reviewing the survey findings, framing recommendations, and developing an action plan. NWCPHP used
3745 these results to inform the workforce development courses and its offerings of monthly *Hot Topics*
3746 seminars; recordings of these seminars are available remotely. Overall, respondents to the 2013 survey
3747 similarly identified a broad range of communication skills, leadership, cultural competency, and program
3748 planning as areas of top interest. The workgroup recommended that cultural competence and
3749 communications is the priority within the Public Health Division, OHA. In February 2016, the Center
3750 launched a new training needs assessment, in which the SPH participated.

3751 The WDC uses the results of these needs assessment activities to coordinate and guide the continuing
3752 education efforts of the program, tracks, units, and faculty. In fall 2015, one of the SPH priorities was the

3753 compilation of faculty education and training resources aligned with community workforce development
3754 needs. In winter 2016, WDC will review this list, and the strategies identified to engage county and state
3755 public health partners to identify potential areas for collaboration and future workforce development.

3756 ***3.3.b. A list of the continuing education programs, other than certificate programs, offered by the***
3757 ***program, including number of participants served, for each of the last three years. Those programs***
3758 ***offered in a distance-learning format should be identified. Funded training/ continuing education***
3759 ***activities may be reported in a separate table.***

3760 To educate the public health workforce, SPH faculty undertake substantive work. Much of this work
3761 focuses on marginalized and underserved populations, for whom public health issues may have the
3762 greatest personal impact. Examples of this work follow:

3763 **Central City Concern HEARTH Project: Central City Concern** (CCC) targets serving people who
3764 have difficulty engaging in traditional services. HEARTH stands for Housing, Employment, and
3765 Recovery Together for Health, and conducts community-based participatory research to
3766 understand the efficacy of CCC's services. Dr. Lynne Messer and Dr. Paula Carder (Associate
3767 Professors in Community Health) have been part of the project's leadership team for several
3768 years.

3769 **BUILD EXITO** brings a wrap-around approach for creating biomedical research career pathways
3770 for undergraduates, focusing on underrepresented students in the field. Dr. Carlos Crespo,
3771 Associate Dean for Undergraduate Studies (Professor in Community Health) leads this effort,
3772 funded by a $23.7 million grant from the National Institutes of Health (NIH). Students receive
3773 scholarships, stipends, mentoring, summer seminars, paid job experiences engaging in hands-on
3774 research, and dedicated academic and financial advising. The grant requires collaborations
3775 across the profession to provide undergraduate students with experiences outside of the
3776 classroom to identify, prepare and nurture future science and public health professionals.

3777 **Medical Teams International** John Jessup, MN, (Instructor in Primary Healthcare & Health
3778 Disparities) contributes programmatic and technical services to health program managers in
3779 Guatemala. Mr. Jessup conducts assessments of the health programs in these communities and
3780 develops or adapts interventions to meet programmatic goals. He also helps develop quality
3781 improvement techniques and evaluation materials with the health program managers. Medical
3782 Teams International, the sponsor, is a Portland-based organization that provides medical and
3783 dental care, humanitarian aid, and holistic development programs around the world to mobilize
3784 long-term health promotion initiatives with established community partners.

3785 **Methamphetamine Abuse Research Center: Education Core**. Dr. Dennis McCarty (Professor in
3786 Health Services Research) participates in this a shared resource that fosters professional
3787 development among MARC investigators (trainee to PI) and promotes dissemination of MARC's
3788 research findings. The Education Core facilitates linkages with drug abuse treatment and
3789 research resources within OHSU and metropolitan Portland. The Education Core informs the
3790 public, communicates with investigators, participates in media interviews, builds interactive
3791 exhibits, and promotes regional conferences. They use their [website](#), [Facebook](#), and [Twitter](#)
3792 accounts to share findings and emerging research with the public. The Education Core
3793 participates in the OHSU Brain Fair at the Oregon Museum of Science and Industry, hosting an
3794 exhibit during the annual National Drug and Alcohol Facts Week.

3795

3796   **OHSU opened a non-clinical office in Bend**, Central Oregon. Dr. Jackilen Shannon (Associate
3797   Professor in Health Behavior) leads this office, which is a hub for training, education, and
3798   research and includes educational seminars for health care providers in this growing region.

3799   **Grand Rounds.** Table 3.3.b lists faculty and topics shared at Grand Rounds held in the SPH since
3800   January 2013. Approximately 30 people attend; they are a combination of faculty, staff,
3801   students, practice, and community members. Upcoming events can be viewed online.

3802   **Northwest Center for Public Health Practice.** Among the resources available to the SPH and the
3803   state's public health workforce, is online education resource through the Northwest Center for
3804   Public Health Practice (NWCPHP). Through an MOU originally established in fall 2010, this
3805   resource supports the SPH's ability to support continuing education by promoting the Center,
3806   particularly the webinars, online courses and Summer Institute courses. These resources are
3807   available online and are free to Oregon as well as other Northwest states. The SPH promotes the
3808   Hot Topics and other resources via student, faculty and alumni listservs and the school website.
3809   Table 3.3.b.1 provides a summary of the Oregon public workforce participation across four
3810   content areas. Specific topics provided by the Center over the past three years are located in the
3811   ERF. Through the NWCPHP regional committee, the SPH is able to provide feedback and
3812   suggestions for new topic areas and speakers.

3813

Table 3.3.b.1 Northwest Center for Public Health Practice (NWCPHP) Events					
Academic Year	**Online Courses**	**Hot Topic Webinars**	**Other Live Webinars**	**Toolkits, Guides & Tabletops**	**Total**
2013-14	176	408	51	NA	635
2014-15	151	239	82	16	488
2015-16*	104*	128*	14*	12*	258
*Incomplete data for 2015-16					

3814

3815 In addition to the regular series of seminars and presentations, SPH offers additional presentations for
3816 the workforce. For example, in November 2015, to honor Native American/Alaska Native Heritage
3817 Month, Amanda S. Bruegl, M.D., M.S. (Wisconsin Oneida) gave a lecture titled "Advancing Native Health
3818 and Wellness: Working with Native Women." The Center for Healthy Communities at the Oregon
3819 Prevention Research Center (PRC) in the SPH co-hosted this lecture. The Center's focus is to collaborate
3820 and partner with Native and other communities to explore various health disparities and potential ways
3821 to address these disparities.

3822 The School's faculty work diligently to provide professional development opportunities to the current
3823 public health workforce in Oregon and beyond. Most of these opportunities occur in person; however,
3824 faculty offer some online. The total workforce development activity showcased by the Oregon Office on
3825 Disability & Health, the Northwest Native American Research Center for Health, and the Northwest
3826 Addiction Technology Transfer Center Network have increased their reach to students and community
3827 partners. These three sponsored projects are listed in Table 3.3.b.2 with more detail available in the ERF.

3828

3829

3830

Table 3.3.b.2. Selected Examples of Funded Workforce Development Activity from 2013 to 2016						
Project Name	PI (Discipline)	Funding Source	Funding Period Start/End	Amount Total Award	Community-Based	Student Participation Y/N
Oregon Office on Disability & Health	Andresen, Elena, PhD. (EPI)	CDC	06/30/ 2012 to 06/29/2016	$1,200,000	Yes	Yes
Northwest Native American Research Center for Health	Becker, Thomas, MD, PhD. (EPI)	DHHS, CDCP Nat'l Center for Chronic Dis Prev/Health Promotion	09/30/2014 to 09/29/2015	$750,000	Yes	Yes
Northwest Addiction Technology Transfer Center Network	Reichmann, Traci, PhD (HSR)	DHHS Substance Abuse and Mental Health	09/30/2012 to 09/29/2016	$2,758,762	Yes	No
* The OHSU-PSU SPH does not use a departmental structure, uses discipline as organizing unit.						

3831

Table 3.3.b.3 Total Impact of Grant-Funded Workforce Development					
Academic Year	Total Attendance	Students		Community	
	#	#	%	#	%
2013-14	3,643	98	3%	3,545	97%
2014-15	4,296	174	4%	4,122	96%
2015-16*	1,322	35	3%	1,287	97%
*Incomplete data for 2015-16					

3832

3833 ***3.3.c. Description of certificate programs or other non-degree offerings of the program, including***
3834 ***enrollment data for each of the last three years.***

3835 SPH offers two graduate certificate programs: biostatistics and public health. These certificate programs
3836 offer a way for prospective MPH or MS students to "test the waters" for pursuing an MPH or MS
3837 program. The majority of students works full-time and completes a course or two a term, with the
3838 knowledge that they can apply these courses to the degree programs. The instructors who teach in
3839 these programs meet the same standards as the faculty who teach in the degree programs. Criterion
3840 4.1.1 provides information on faculty credentials.

3841 **Public Health.** Recognizing the need for fundamental public health preparation throughout the
3842 workforce, the SPH's Workforce Development Committee (WDC) developed the Graduate Certificate in
3843 Public Health (GCPH) as an online certificate. In addition to supporting the existing public health
3844 workforce, the GCPH also serves as a workforce development opportunity for allied health professionals
3845 who wish to build a foundation in the public health core knowledge and skills.

3846 The Graduate Certificate in Public Health is open to applicants holding a bachelor's degree in any
3847 discipline. Certificate students take classes alongside degree-seeking MPH students, further building the
3848 professional public health community. Progression through the course of study is flexible and varies
3849 from student to student. The maximum time to complete the certificate is four years. We have found
3850 some success with students completing the GCPH and matriculating into the MPH.

3851 PHCHD track faculty, the Workforce Development Committee, and the APCC oversee and evaluate the
3852 program. The OMPH/SPH website advertises this program (as did the MPH website and the OHSU
3853 website).

3854 **Biostatistics Certificate.** The purpose of the Graduate Certificate in Biostatistics is to train researchers,
3855 students in other programs, and working professionals interested in becoming more skilled in applied
3856 biostatistics methods and theory. The 30-credit program provides basic and intermediate graduate-level
3857 biostatistics training. The program provides a gateway for students who chose to move beyond this core
3858 set of skills for an MPH in biostatistics, or for adding a specialty for graduate students in other programs.
3859 http://www.ohsu.edu/xd/education/schools/school-of-medicine/departments/clinical-
3860 departments/public-health/education-programs/biostatistics-graduate-program/index.cfm
3861

Table 3.3.c.2 Enrollment in Graduate Certificate Programs						
	Fall 2014		Fall 2015		Fall 2016	
Programs	HC	FTE	HC	FTE	HC	FTE
Biostatistics	10	5.5	4	2.8	7	3.7
Public Health	16	6.1	13	4.8	8	2.5
Source: OHSU Office of the Registrar, November 17, 2015. HC=headcount FTE=full-time equivalent students						

3862 *3.3.d. Description of the program's practices, policies, procedures and evaluation that support*
3863 *continuing education and workforce development strategies.*

3864 The Workforce Development Committee (WDC) per the draft SPH Bylaws, consists of at least two faculty
3865 members, normally one from each university, and is chaired by the Associate Dean for Practice. It is
3866 charged with conducting assessments, developing and evaluating program-wide initiatives, and building
3867 community alliances to support continuing education for the public health workforce. One primary goal
3868 of the WDC is to develop a more formal continuing education initiative that furthers the school's
3869 responsiveness to the evolving needs of local public health practitioners.

3870 *3.3.e. A list of other educational institutions or public health practice organizations, if any, with which*
3871 *the program collaborates to offer continuing education.*

3872 The OHSU-PSU SPH values developing partnerships for learning, service, and research to meet
3873 communities' health needs. To this end, the SPH has multiple partnerships within the state and region to
3874 offer workforce development opportunities. These include the following:
3875 • Association of Oregon Public Health Nurse Supervisors
3876 • Center for Healthy Communities
3877 • Center for Research on Occupational Health Safety and Health
3878 • Central City Concern
3879 • Coalition of Local Health Officials
3880 • Community-Campus Partnerships for Health
3881 • Multnomah County Health Department
3882 • Northwest Addiction Technology Transfer Center
3883 • Northwest Center for Public Health Practice
3884 • Northwest Portland Area Indian Health Board
3885 • Oregon Health Authority
3886 • Oregon Hearing Research Center
3887 • Oregon Public Health Association

3888
3889 ***3.3.f. Assessment of the extent to which this criterion is met and an analysis of the program's***
3890 ***strengths, weaknesses and plans relating to this criterion.***
3891 This criterion is met.

3892 **Strengths**
3893 - The School promotes the development of public health professionals in various seminar series,
3894   education programs, activities, conferences, and grants.
3895 - The School created the positon of Associate Dean for Practice to expand practice activities over
3896   time to enhance existing and create new relationships with practice communities
3897

3898 **Weaknesses**
3899 - Funding for practice-related activities continues to be difficult to secure.
3900

3901 **Plans**
3902 - The SPH will explore potential partners to support professional development activities for the
3903   public health workforce.
3904 - The SPH is improving the marketing services and products to the public health workforce.

Criterion 4. Faculty, Staff, and Students

4.1 Faculty Qualifications

The school shall have a clearly defined faculty, which by virtue of its distribution, multidisciplinary nature, educational preparation, practice experience and research and instructional competence, is able to support fully the school's mission, goals and objectives.

4.1.a. A table showing primary faculty who support the degree programs offered by the school. It should present data effective at the beginning of the academic year in which the self-study is submitted to CEPH and should be updated at the beginning of the site visit. See CEPH Data Template

Recruitment and retention of an excellent faculty ensemble is essential for the OHSU-PSU SPH to full its mission to prepare a public health workforce, create new knowledge, address social determinants, and lead in the implementation of new approaches and policies to improve the health of populations*.* Over the past three years, OMPH/SPH has enjoyed low faculty turnover and excellent new hires demonstrating our ability to retain and attract the best faculty.

In 2015-16, the School engages 76 primary faculty supporting the 16 degree and 2 graduate certificate programs. The School appoints primary faculty at 100% FTE. Table 4.1.a.1 (CEPH Template 4.1.1) lists primary faculty alphabetically within discipline and provides the details and evidence of faculty qualifications in preparation for their teaching areas and research interests. The CVs of primary and secondary faculty members are available in the ERF.

About 90% of the primary faculty members hold either a PhD or other relevant professional doctorate. Approximately 38% hold tenure or are in tenure-track positons, primarily PSU's faculty. Only four senior faculty members, employed by OHSU, hold tenure. OHSU no longer hires faculty into tenure tracks, but does promote faculty based on their portfolio of work.

Several faculty hold joint appointments within the School and a research institute or center or other academic program. Examples include:

- Elena Andresen, SPH and OHSU Institute on Development and Disabilities
- Katherine Bradley, SPH and OHSU School of Nursing
- Paula Carter, SPH and PSU Institute on Aging
- Leah Cronn, SPH and OHSU Global South East Asia
- Sherril Gelmon, SPH and OHSU School of Medicine, Family Medicine Department
- David Hurtado, SPH and OHSU Oregon Institute of Occupational Health Sciences
- Elizabeth Waddell, SPH and Oregon Rural Practice Research Network
- Neal Wallace, SPH and OHSU School of Medicine, Emergency Medicine Department
- Kevin Winthrop, SPH and OHSU Casey Eye Institute

4.1.b. If the school uses other faculty (adjunct, part-time, secondary appointments, etc.), summary data on their qualifications should be provided in table format, organized by department, specialty area or other organizational unit as appropriate to the school and must include at least the following: a) name, b) title/academic rank, c) title and current employment, d) FTE or % time allocated to the school, e) highest degree earned f) disciplines in which listed degrees were earned and g) contributions to the school. See CEPH Data Template 4.1.2.

In addition to the aforementioned primary faculty, the School engages 35 other faculty support the School's instructional programs. These secondary faculty appointments are for less than 0.5 FTE and

3946   hold titles of adjunct professors, joint appointments, and affiliated appointments at any rank. Adjunct
3947   faculty members teach and advise students on a contractual basis and bring rich context for the
3948   understanding of how theory applies in practical settings. For example, Noelle Wiggins, EdD, MSPH,
3949   Director of the Community Capacitation Center in the Multnomah County Health Department Public
3950   Health Division, teaches in the graduate program in Health Promotion. She recently co-authored a paper
3951   with two undergraduate students reflecting a significant contribution to education and research in
3952   public health available in ERF.[8] Table 4.1.b (CEPH Template 4.1.2) lists the other faculty used to support
3953   teaching programs.
3954
3955   Other or secondary faculty also include faculty who have a joint appointment in another school (or
3956   college) at either PSU or OHSU, as well as affiliated appointments. Affiliated faculty members at OHSU,
3957   previously described as "community faculty," serve the missions of the universities on a volunteer basis.
3958   These secondary faculty contribute anywhere from 10% to 45% of their time to the SPH. They may teach
3959   courses, advise students, or serve as a member on a thesis or dissertation committee by agreement with
3960   the academic program.

3961   ***4.1.c. Description of the manner in which the faculty complement integrates perspectives from the***
3962   ***field of practice, including information on appointment tracks for practitioners, if used by the school.***
3963   ***Faculty with significant practice experience outside of that which is typically associated with an***
3964   ***academic career should also be identified***

3965   The educational preparation of the School's faculty is exceptional. To be able to respond to changing
3966   public health issues, we need the right balance of faculty with academic and research interests in public
3967   health, faculty with some professional experience in their backgrounds, and adjunct faculty who are
3968   public health practitioners.

3969   Faculty members bring a practice perspective into their courses through practice-based assignments,
3970   discussions of hypotheticals and case studies, and invitations to practitioners to guest lecture about
3971   experiences and insights on relevant topics. Thirty-six percent (27 out of 76) of the School's primary
3972   faculty worked in public health agencies, health profession practice, or other health-related
3973   organizations prior to their appointment. The experience they bring enhances teaching, research, and
3974   service activities of the school.

Table 4.1.c SPH Primary Faculty with Public Health Practice Experience		
Agency/Organization	**Primary Faculty**	
	#	**%**
State/County Health Departments /Education	10	37%
NIH/CDC	6	22%
NGO/Non Profit	5	18%
Health Care Systems and Policy	4	15%
Private Industry	2	7%

3975

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[8] Bridgeman-Bunyoli A, Mitchell SR, et al., (2015). "It's In My Veins": Exploring the role of an Afrocentric, popular education-based training program in the empowerment of African American and African community health workers in Oregon. *J Ambulatory Care Manage*, *38(4*), 297–308.

3976   Specific examples include:

3977   • **Centers for Disease Control/National Institutes of Health/World Health Organization**:
3978   Elizabeth Adams, Donald Austin, Thomas Becker, Carlos Crespo, Justin Denny, and Kevin
3979   Winthrop.
3980   • **State and Local Health Departments**: Katherine Bradley, Justin Denny, Alison Martin, Jackie
3981   Shannon, Elizabeth Waddell, and Noelle Wiggins (adjunct).

3982   In addition to primary faculty and adjunct faculty with extensive practice backgrounds, affiliated
3983   appointments require qualifications equivalent to the qualifications of the corresponding academic rank
3984   or title. Some of these exemplary faculty members include:

3985   **Paul Cieslak, MD**, is an infectious disease epidemiologist based in the Oregon Health Authority.
3986   Trained in internal medicine, infectious disease, and public health, he lectures in our curriculum and
3987   participates as well in the OHSU School of Medicine. He has helped to direct field experiences for
3988   our trainees and has assisted with masters theses as a committee member.

3989   **Stephanie Craig-Rushing, PhD, MPH**, an HIV and STD researcher, is based at the Northwest Indian
3990   Health Board, has hosted several students as a field site coordinator, and has lectured in the SPH in
3991   the chronic disease epidemiology course. She has been grant funded since her arrival at the Indian
3992   Health Board, and has been very responsive to student and faculty requests for assistance in
3993   multiple arenas. In addition to her numerous publications, she has also created videos and websites
3994   that address HIV and STD risks in tribal youth.

3995   **Mitch Greenlick, PhD**, a member of the Oregon House of Representatives, was the chairperson for
3996   the former OHSU Department of Public Health and Preventive Medicine. He is active in SPH seminar
3997   series serves on the SPH External Advisory Committee, and is vigilant about finding opportunities for
3998   our trainees to participate in the legislative process. He has been an early and vocal supporter of the
3999   development of a collaborative SPH and was instrumental in the creation of the OMPH.

4000   **Mark Loveless, MD**, an infectious disease epidemiologist, now retired, has taught HIV epidemiology
4001   courses for our curriculum for many years. He continues to be involved with MPH students as a
4002   lecturer and small group leader. His elective courses are very popular with our students.

4003   **Allison Naleway, PhD,** an affiliate assistant professor, is an expert on vaccine testing and vaccine
4004   evaluation after the implementation of mass programs. Based at Kaiser Center for Health Research
4005   in Portland, she lectures annually to our students on vaccines and evaluation of vaccines from a
4006   health services perspective.

4007   **Anne Thomas, MD, MPH,** an affiliate assistant professor, is an expert on hepatitis in Oregon. She
4008   presents lectures yearly in our infectious disease epidemiology course and assists with student field
4009   placements. She works at the Oregon Health Authority.

4010   **Victoria Warren-Mears, PhD, RD**, an affiliate assistant professor, serves on the Northwest Portland
4011   Area Indian Health Board. She worked at OHSU before joining the Board as research director. She
4012   assists with SPH journal clubs and with setting up field experiences for MPH students. She also
4013   works closely with Dr. Becker on several grant-funded projects under NIH funding.

4014   **Thomas Weiser, MD, MPH**, an affiliate assistant professor, serves on the Northwest Indian Health
4015   Board. Trained in family medicine and in public health, his interests focus on maternal child health.
4016   He is instrumental in the IRB of the Indian Health Board. He lectures in the SPH and in the OHSU
4017   School of Medicine, and work with our primary faculty to implement research and training
4018   programs.

4019 These primary faculty coupled with our affiliated faculty enhance the educational experience for our
4020 students and expand capacity to engage our public health communities.

4021 **4.1.d. Identification of measurable objectives by which the school assesses the qualifications of its**
4022 **faculty complement, along with data regarding the performance of the school against those measures**
4023 **for each of the last three years.**

🟩	*Things are going well.*	🟨 *Watch this more closely.*	🟥 *Target not met; need to act.*

4024

Table 4.1.d.1 Measureable Objectives Used to Assess Faculty Qualifications			
Indicators	**2013-14** **FY 2014**	**2014-15** **FY 2015**	**2015-16*** **FY2016**
🟩 90% of primary faculty will have a doctoral degree or terminal degree in their discipline.	92%	88%	89%
🟩 ≥95% of primary faculty return for the next year (excludes retirement and death)	97%	100%	100%
🟩🟩 Mean student rating of overall quality of public health courses will be ≥5.0 on 6-pt scale	OHSU: 5.1	Grad: *5.1* UG: 5.1	Grad: UG:
🟥🟩 At least 80% of students are satisfied with advising and career counseling.	MPH: 67%	MPH: 64% UG: 93%	Grad: UG:
🟩 Of the sponsored proposals submitted, at least 25% will be funded annually	51%	29%	pending
🟩 30% of faculty engage or collaborate with communities or populations on scholarship or research projects.	62%	59%	33% *(partial year)*
Note: FY 2016 and AY 2015-16 will be available at time of the CEPH Site visit.			

4025

4026 **4.1.e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths,**
4027 **weaknesses and plans relating to this criterion.**

4028 This criterion is met

4029 **Strengths**
4030 • The SPH has remarkable faculty with outstanding credentials contributing to our missions of
4031 education, research, and professional service toward the attainment of our goals and objectives.
4032 • More than one third of the School's primary faculty members have experience in public health.
4033 Coupled with the engagement of adjunct and affiliated faculty members, SPH helps turn public
4034 health theory into practice in the classroom and learning experiences.
4035 • About half of the primary faculty members engage with public health professionals,
4036 communities, and populations on scholarship and/or service projects and activities.
4037 • Junior and senior faculty participated in the first research retreat to foster networking,
4038 mentoring, and collaboration to strengthen existing relationships.
4039
4040 **Weaknesses**

4041   •   Despite our commitment and intention to increase faculty and staff diversity, the School enjoys
4042   lower faculty turnover that limits hiring opportunities without new resources. As we have
4043   increased the primary faculty headcount 130% (33 faculty in 2013-14 compared to 76 in 2015-
4044   16) by leveraging existing faculty resources in the universities in the program to school
4045   transition. SPH increased the percentage of primary faculty identifying as underrepresented
4046   minorities from 11% to 17%. We are making incremental progress.
4047   •   For two consecutive years, of the MPH respondents to the annual student survey, only 64% said
4048   they were satisfied with advising or mentoring ("satisfied" or "somewhat satisfied") lower than
4049   the target of 80%.
4050
4051 **Plans**
4052   •   As there are openings for primary faculty, the School will leverage diversity resources to recruit
4053   faculty from diverse backgrounds and experiences.
4054   •   SPH will implement consistent criteria for hiring, setting expectations, and evaluating faculty
4055   with adjunct and affiliate titles. We will recognize their value to the SPH by adding their profiles
4056   to our website.
4057   •   SPH will continue to explore the adoption of new systems to increase data accuracy for
4058   reporting as well as to reduce the burden on faculty and the Office of the Dean for capturing
4059   faculty achievements from faculty CVs.

4.2 Faculty Policies and Procedures

The school shall have well-defined policies and procedures to recruit, appoint, and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

4.2.a. A faculty handbook or other written document that outlines faculty rules and regulations.

Faculty policies and procedures of the joint/collaborative OHSU-PSU SPH include (1) the SPH Bylaws and (2) the institutional policies at the employee's home institution. Following the adoption of the final School Bylaws, the School will publish a comprehensive faculty handbook that draws from the harmonized elements of the faculty rules and regulations at both universities to provide more details for the School's faculty.

The current Bylaws document under revision by the Committee, OHSU-PSU Bylaws draft 08-14-15, ensures that current and future faculty members of the SPH retain their appointments within their employer (fiscally responsible) University. Although appointments do not change at the university level, they will fall under the same administrative unit (the OHSU-PSU School of Public Health). This process will apply to new faculty hires. Regardless of home institution, the dean is responsible for all faculty members. All public health faculty will vote on ratification of the Bylaws, and they will become the overarching foundations for faculty policies and shared governance.

(1) A committee of faculty, which included faculty employed by each institution, drafted the Bylaws of the SPH during the academic year 2014-2015. All faculty members had the opportunity to review the draft in 2015-16, and the Committee vetted faculty feedback and recommendations in an iterative process. The Bylaws are expected to proceed to ratification in fall 2016, following the   review and approval by both provosts.

(2) The draft Bylaws include some differences in PSU compared to OHSU faculty conditions, but primarily defer to institutional guidance (e.g., about typical contract 9 vs 12 months; differences in P&T committee construction). At PSU, the AAUP (Faculty Union) requested bargaining to assure their members' processes and expectations were met. This resulted in a Memo of Understanding (MOU) ratified in October 2015 by 100% of the eligible PSU faculty. The faculty groups deferred addressing faculty conditions that differ between the employers, but these issues can now be resolved in a final draft expected in fall 2016.

(3) Primary faculty members are employed by one of the two partner institutions: OHSU or PSU. This section provides a review of the basic framework of faculty policies and procedures at each University.

OHSU: At OHSU, faculty are governed by Policy No. 03-10-005. This overarching policy sets the standards for how OHSU hires and retains a highly qualified workforce in accordance with state and federal law. The OHSU university-wide faculty policy related to academic and research faculty appointments is intended to provide consistency of policy and practice at OHSU. The policy for various faculty ranks is described by Policy No. 03-15-020.

Shared governance at OHSU operates through the OHSU Faculty Senate. Based on its faculty numbers at the beginning of Academic Year 2015-16, the SPH currently has an allocation of one elected senate representative (currently Professor Karen Watanabe, ESHH). The OHSU Faculty Senate reviewed and approved the degree programs offered by PSU at it June 7, 2016 meeting.

4103   **PSU:** Updated twice annually, the PSU *Faculty Governance Guide* contains the *Constitution of*
4104   *the Portland State University Faculty* that describes faculty organization, functions, and
4105   responsibilities. The *Guide* also contains operating procedures and deadlines for Faculty Senate
4106   and its standing committees contained in the PSU Office of Academic Affairs "Reference
4107   Documents." The Reference Documents page provides the current Collective Bargaining
4108   Agreement between the Portland State Chapter of the American Association of University
4109   Professors and PSU. Article 4 of this Agreement provides a succinct list of responsibilities of
4110   faculty members including duties defined by each faculty member's Notice of Appointment and
4111   position description. Article 4 also specifies regular duties of PSU faculty members. These
4112   include scheduled and unscheduled teaching; academic advising, holding regularly scheduled
4113   office hours; scholarly activities; professionally related public service; administrative activities,
4114   including assistance in the admission, orientation, and registration of students, and service on
4115   committees; student support service activities; attendance at spring commencement by all
4116   tenured faculty; and course and curriculum planning.

4117   ***4.2.b. Description of provisions for faculty development, including identification of support for faculty***
4118   ***categories other than regular full-time appointments.***

4119   The School plans to provide faculty development opportunities beginning in 2016-17, which would be
4120   applicable to primary faculty employed by each university. Faculty development opportunities are under
4121   consideration to support faculty review, mentoring, student learning outcomes assessment, teaching,
4122   research, and career development.

4123   **Annual Reviews.** The School requires the annual review of performance for all primary faculty members.
4124   The dean is ultimately responsible for the review and resource allocation, but may delegate first-level
4125   review to senior leadership in the SPH (associate deans of research, academic affairs, and
4126   undergraduate programs). For secondary faculty (< 0.50 FTE in the SPH), their primary academic unit
4127   (e.g., the OHSU School of Nursing) is responsible for review and resource allocation, with input from the
4128   SPH. Beginning in 2016-17, the associate dean for academic affairs will meet annually with tenured,
4129   tenure-track, and non-tenure track faculty to discuss course evaluations, scheduling of courses, and
4130   committee assignments. Adjunct faculty who have paid responsibilities and affiliated faculty members,
4131   who volunteer their services, will be evaluated every two years, also beginning in 2016-17.

4132   Expectations for teaching, research, service, and evaluation vary by the employer institution. For
4133   example, OHSU faculty are rarely on a tenure-track or tenured, and are typically assigned expectations
4134   for extramurally funded research and contracts. PSU faculty on a tenure track or tenured generally have
4135   a teaching assignment of six courses, with some flexibility for course reduction for administration and
4136   for funded research. However, the School has made every effort to equalize faculty development
4137   opportunities for all faculty members. This is especially true for research and teaching development and
4138   support.

4139   **OHSU:** The individual's supervisor reviews annually all faculty, administrative personnel, and
4140   staff. This annual review links to performance-based salary increases. Faculty reviews are
4141   outlined in Policy 03-15-025, Faculty Appointments (see section 3.A). Performance appraisals for
4142   unclassified administrative employees and faculty are in Policy 03-10-080, Performance
4143   Appraisals. As described, evaluations include collecting feedback from as many of the following
4144   as appropriate: self-appraisal, peer review, internal/external customers (including course
4145   evaluations), direct reports, and vendors. In addition to the evaluation, supervisors evaluate
4146   performance based on agreed-upon goals for the year, and set goals for the coming year. The

| 4147 | review provides a summative evaluation and areas for development. A copy of the OHSU |
| 4148 | standard for faculty evaluation is included in the resource file. |

4149	**PSU:** Cycles for annual, third year, and tenure review for 9-month faculty are available from the
4150	PSU Office of Academic Affairs. Article 18 of the PSU AAUP Collective Bargaining Agreement
4151	Annual specifies the performance review of non-tenure track instructional and non-tenure track
4152	research. Following the award of tenure, tenured faculty members undergo post-tenure review
4153	every five years. At each review, the supervisor discusses faculty needs for support and
4154	development opportunities including available resources. All academic professionals and staff
4155	have annual performance appraisals.

4156	Beginning in 2016-17, the associate dean for academic affairs will meet annually with all SPH
4157	tenured, tenure-track, and non-tenure track faculty to discuss course evaluations, scheduling of
4158	courses, and committee assignments.

Mentoring

4159
4160 The School will provide mentors to all incoming and existing junior faculty based on their compatible
4161 scholarship interests and capacity of senior faculty to engage in mentoring. At present, the School does
4162 not provide specific mentor/mentee training and evaluation for School faculty. One of the goals of the
4163 Associate Dean for Academic Affairs is to enhance faculty development.

4164 The EXITO grant includes the explicit goal of collaborating with the National Research Mentoring
4165 Network (NRMN) to promote junior faculty (see https://nrmnet.net) The development and mentoring
4166 resources available to faculty are available through the PSU Office of Global Diversity & Inclusion and
4167 OHSU Center for Diversity & Inclusion. Mentors volunteer to provide overall training and orientation.
4168 For example, Dr. Andresen matched with an Assistant Professor based on his interest in receiving
4169 support in preparing for tenure review, competing successfully for research grants and scholarships, and
4170 publishing manuscripts in peer-reviewed journals. In addition to the mentor matching, the program
4171 provides structured activities for a year, and some additional financial resources for development and
4172 travel. The goals of the program include developing a sense of community and retaining diverse faculty.

4173
Teaching

4174
4175 Teaching is the common critical mission of both OHSU and PSU for the SPH. Both Universities have large
4176 investments in services and supports for teaching programs and teaching excellence.

4177	**OHSU: The Teaching and Learning Center.** The Teaching and Learning Center (TLC) supports
4178	excellence in instruction at OHSU by helping faculty implement evidence-based best practices
4179	that maximize a student's academic potential.

4180	To promote excellence in teaching, the OHSU TLC seeks to:
4181	• Develop and improve teaching skills that can be observed and measured
4182	• Encourage a view of teaching as a serious form of scholarship and important intellectual
4183	endeavor
4184	• Cultivate an institutional climate that values, rewards, and renews teaching excellence
4185	• Promote integration of new ideas and effective pedagogy into courses, programs, and
4186	curricula

4187	The OHSU TLC provides support directly for the online MPH degree (Primary Health Care &
4188	Health Disparities) and Public Health Graduate Certificate, including training for faculty new to
4189	the on-line environment (OHSU's-platform is Sakai). In addition, faculty can access the TLC's free
4190	web-based instructional training and epidemiology doctoral students complete at least four free

4191 TLC web-training modules as part of their required course PHPM 660: *Mentored Epidemiology*
4192 *Teaching.*

4193 OHSU's Academic Technology department offers several education technology platforms
4194 that instructors and students can use to enhance teaching and learning at OHSU.

4195 Academic Technology produces OHSU's Teaching and Learning Technology
4196 Roundtable (TLTR) seminars.

4197 The supported software and hardware includes: Sakai, Adobe Connect, iclickers (Audience
4198 Response System) and Online Course Evaluations.
4199

4200 **PSU:** Office of Academic Innovation (OIA) provides leadership and support for campus activities
4201 that explore and promote excellence in teaching and learning, use of innovative curricular
4202 technology, and community based learning. Developed to support campus initiatives that
4203 respond to changing curricular and educational delivery models, improve student success, and
4204 value the importance of teaching, learning, and assessment, OAI serves the needs of individual
4205 faculty and of departments, convening learning communities, engaging campus-wide
4206 conversations, and developing digital resource materials. Examples of faculty support and
4207 training include a faculty support desk (walk-in, phone, web support); technology tutorials;
4208 consultations on program design, accessibility support, community-based learning and
4209 partnerships; as well as events and programs designed to bring together faculty at all levels to
4210 gain insight from each other on teaching topics (e.g., academic writing, e-portfolios, faculty book
4211 groups). The Office of Information Technology and OAI administer and maintain educational
4212 technology platforms. There are significant resources to assist new and seasoned faculty with
4213 on-line teaching options, including a studio space for video material development and filming.

4214 **Leadership and other Faculty Development**
4215 Both Universities invest in faculty across their careers for supporting aspects such as work/life balance,
4216 interpersonal relationships and leadership training, especially in support of new and junior faculty. The
4217 aim of these programs and investments is creating the best academic environment for faculty and
4218 retaining faculty as our core resource across all School missions. The Office of the Dean has expertise
4219 across the employing institutions to seek and provide resources for faculty. Two elements of this
4220 institutional-level support include the following:
4221 **OHSU:** Newly hired junior faculty typically receive startup packages that include office
4222 equipment, computer, laptop if required, and modest support for travel to one professional
4223 meeting per year, typically for up to three years. Because some new faculty have a formal
4224 arrangement with a research units, primarily in Institutes or in the OHSU School of Medicine,
4225 they may receive additional resources from that the non-SPH unit. For example, a new
4226 biostatistics faculty member hired two years ago received from her School of Medicine research
4227 unit, approximately $25,000 in startup funds to support purchase of books, additional travel,
4228 and discretionary funds for other professional expenses. These arrangements are on top of the
4229 OHSU's 'base' start up package.

4230 OHSU Human Resources also provides a portfolio of leadership development, training, and
4231 coaching. These include programs and training including a five-week program that provides a
4232 certificate, as well as an ongoing reading group for leaders. In addition, the Leadership
4233 Foundations Program is an eight-week certificate program open to managers and faculty, and
4234 opportunities for further development and working on specific work-related behaviors.

4235   **PSU:** The Office of Academic Affairs maintains a portfolio of <u>faculty development opportunities</u>
4236   including full-time faculty enhancement grants, travel and mini-grants, and funds for part-time
4237   faculty. The primary goal of the enhancement grants is the professional development of eligible
4238   faculty, including tenure-related, fixed term, and academic professionals; department chairs
4239   and equivalents are eligible for enhancement grants as well. Funds can support travel to visit
4240   archives or to conduct fieldwork; course releases; purchase of computer equipment and
4241   software; data processing and research assistant support; and expenses related to workshop
4242   attendance.

4243   The PSU Office for Academic Innovation offers a series of sessions designed to support new
4244   faculty; such as Jumpstart Your Academic Writing, Sponsored Projects Research Support at PSU,
4245   and Success in Your Role as a Tenure-Track [Non-Tenure Track] Faculty Member. OAI offers the
4246   Academic Portfolio Development series to a small cohort of faculty seeking to build and receive
4247   support from a faculty learning community on the successful review for promotion and tenure.
4248   The sixth cohort of new Faculty Fellows for Academic Portfolio Development started in February
4249   2016, and meets on a monthly basis through the end of spring 2016. Dr. Gelmon (Professor in
4250   Public Administration) and Dr. Goodman (Assistant Professor of Public Administration) are
4251   involved in this learning community with Professor Leslie McBride serving as advisor to the
4252   group Members receive structured, sequenced support as they create their academic portfolios.
4253   Several SPH faculty employed by PSU and promoted recently took advantage of this faculty
4254   development service.

4255   PSU offers development and support to new and continuing academic leaders as part of the
4256   Academic Chairs and <u>Directors Leadership Development</u>.

4257 **Research Services**
4258 By agreement of the two vice presidents for research, OHSU will begin providing the administrative
4259 oversight to grants and contracts for all research in the School as of July 1, 2016. The Interinstitutional
4260 MOU describes this agreement. (See <u>Appendix 1.3.f.1</u>)
4261
4262 Faculty of the School have access to research services and supports at their home institution, and also
4263 research supports and services within or linked to the School. For example, Dr. Becker (Associate Dean
4264 for Research and Professor in Epidemiology) provides one-on-one mentoring for junior faculty at OHSU
4265 and PSU. He also developed the first Research Retreat to support junior faculty. He recently reported on
4266 the outcomes of the first <u>SPH Research Retreat</u> (October 23 2015).

4267 **SPH Office of the Associate Dean for Research:** The School supports its own research office supervised
4268 by the Associate Dean for Research. The office also includes a fulltime grant specialist (currently Mark
4269 Darby) and full time post-grant finance administrator in the OHSU Office on <u>Research Development and</u>
4270 <u>Administration (RDA).</u> The OHSU RDA provides comprehensive services for OHSU investigators, and
4271 within the School, supports all faculty members regardless of home institution. The <u>Research integrity</u>
4272 <u>Office</u> within RDA provides extensive faculty support, oversight, and training for the Institutional Review
4273 Board, Institutional Conflict of Interest, and HIPAA among other regulatory requirements.

4274   **OHSU Research Support:** At OHSU, all junior faculty are eligible for a variety of services and pilot
4275   funding linked to specific Institutes, the OHSU NIH-funded Oregon Clinical & Translational
4276   Research Institute (OCTRI), OHSU Core Resources, Training programs, and Foundation-specific
4277   programs. Examples follow.

4278   OCTRI provides extensive support and pilot funding for researchers, using the model of the NIH
4279   Clinical and Translational Science Awards (CTSA) Program. Support for junior faculty includes

4280   competitive community research and pilot project funding, and educational and training
4281   opportunities for groups such as study coordinators, graduate students, faculty, and fellows. The
4282   Biostatistics & Design Program (BDP) is part of the School, and is a shared resource of OCTRI.
4283   The BDP provides biostatistical support to clinical and population science researchers in the
4284   design and development phases of research, and then ongoing support of experienced
4285   biostatistical members of funded research grants.

4286   The recent successful fundraising for the Knight Cancer Center exceeded the $1 billion target
4287   (Knight Cancer Challenge)success, and already has created new research opportunities including
4288   basic science, and very relevant to our SPH, initiation of community partnership projects.

4289   Another example is the OHSU BIRCWH program (Building Interdisciplinary Research Careers in
4290   Women's Health) dedicated to training tomorrow's leaders in women's health research. The
4291   BIRCWH program funds pilot research and two-year K12 career development award, and
4292   external applicants including PSU faculty are encouraged.

4293   OHSU offers training on grants management to faculty and departmental personal upon hire.
4294   Research Development and Administration (RDA) also offers Research Administration Training
4295   and Education (RATE) classes to departmental personnel on a continuous basis. Monthly
4296   communication sessions, called the Research Administration Information Network (RAIN),
4297   provide department personnel and PIs updates on grant funding policy and procedures.

4298   **PSU Research Support:** Upon appointment to a faculty rank, PSU faculty typically receive a start-
4299   up package including a combination of course releases, salary support, and graduate research
4300   assistants; amount, nature, and duration are negotiated with the department and college. New
4301   faculty will benefit from an annual fall orientation program offered through the Office of the
4302   Provost, with campus-wide participation. During their extent of their appointment, eligible
4303   faculty may also take advantage of a variety of development funding opportunities offered
4304   through the Office of Academic Affairs, such as Faculty Enhancement Grants, and the President's
4305   Diversity Mini-Grants Program. They may also participate in the PSU Faculty Mentoring
4306   Program, either as a mentee or a mentor.

4307   The Research and Strategic Partnerships (RSP) office offers support and assistance for research
4308   and grant activities at a number of levels. It administers the selection of the recipients of the
4309   Research Faculty Excellence Awards and the Research Stimulus Awards. It maintains and
4310   circulates materials to support external funding, including Funding Databases, Funding
4311   Resources, and Proposal Writing Guides. Periodic campus-wide workshops and activities
4312   supplement these resources. RSP also supports an infrastructure of department research
4313   administrators (DRAs) crucial to our current research enterprise.

4314 **Sabbatical**
4315 Sabbatical leave opportunities for faculty vary by the employing institution.
4316
4317 **PSU:** PSU faculty members are eligible for sabbatical leave for the purposes of research, writing, and
4318 advanced study. The sabbatical ranges from three months to one year. Sabbaticals are a privilege not a
4319 right, and are governed by the policies of the Office of Academic Affairs. Faculty members must have
4320 completed an uninterrupted period of appointment over about six years, and have the support of their
4321 supervisor and plan for coverage of their course assignments, with the dean having the final approval.
4322
4323 **OHSU**. Sabbatical leave is not part of regular faculty policy at OHSU.
4324

4325 *4.2.c. Description of the formal procedures for evaluating faculty competence and performance.*

4326 **Promotion & Tenure**
4327 Because SPH faculty are employed and appointed by one of the two collaborating institutions, the P&T
4328 Committee will defer, in all deliberations and decisions, to the guidelines under which the faculty
4329 member was appointed at their respective "home institution." In practice, the faculty rights and
4330 expectations at their own institution (as detailed in their annual letters at OHSU or annual assignments
4331 at PSU) must be used as the operational guide and values for promotion and tenure review. Each
4332 University maintains a distinct review process.
4333 OHSU Policy Manual 03-15-025 (Faculty Appointments and 03-20-001) Eligibility for Tenure

4334 PSU Promotion & Tenure Guidelines and current Collective Bargaining agreement PSU AAUP

4335 Absolute tenure at 1.0 FTE is not typically part of OHSU faculty appointments, but three senior faculty of
4336 the School have tenure. In practice, faculty members receive letters of appointment on a rolling three-
4337 year timeline, with satisfactory performance resetting their contracts for three years. Compensation
4338 links the annual review and performance review process within the range of approved pay increases
4339 within OHSU.

4340 For OHSU faculty within the SPH, P&T guidelines from University and School of Medicine/School of
4341 Nursing models (the prior homes of the majority of faculty) provide the basis structure for now. The
4342 Promotion and Tenure Committee of the School (OHSU members) will continue to address
4343 implementation of the OHSU criteria for individual ranks and assignments (e.g., research, teaching,
4344 service, and administration) as part of the review of SPH faculty employed by OHSU.

4345 Given the specialization of faculty roles, the annual assignments of faculty to each role govern the
4346 review; faculty with a majority teaching assignment are judged based on their success in that dimension
4347 and faculty with a majority research assignment judged primarily on their research effort and
4348 productivity. Draft expectations about the School-level P&T Committee are part of the current Bylaws
4349 draft as well as addressed in the ratified MOU for PSU faculty

4350 **Members**. Promotion & Tenure Committee members come from the candidate's home unit and
4351 institution with one ex-officio member from the collaborating institution.
4352 • OHSU maintains a single P&T committee composed of Professors and Professor Emeriti. The
4353   committee reviews all applications for promotion adapting the School of Medicine's promotion
4354   and tenure guidelines, or School of Nursing guidelines, as appropriate.
4355 • PSU appoints separate committees for each application; one student may serve on the
4356   committee.

4357 **Responsibilities.** The Promotion and Tenure Committee is charged to:

4358 • Appoint and coordinate review committees in accordance with the guidelines under which faculty
4359   members were appointed;
4360 • Draft promotion and tenure guidelines for new hires or appointments within the SPH (OHSU
4361   only);
4362 • Review applications for appointments of Joint-Appointment, Adjunct, Affiliated, Lecturer, and
4363   Emeriti faculty as recommended by the Dean or academic units.
4364 • The Committee also follows the University expectations Post-Tenure Review reviews of faculty
4365   portfolios (PSU only).

4366 **Promotion of non-Tenure Track Faculty.** Promotion of non-tenure track faculty is included in the AAUP
4367 PSU bargaining agreement. The agreement affects faculty hired as instructors and senior instructors.
4368 Appendix 4.2.c

4369

4370 *4.2.d Description of the processes used for student course evaluation and evaluation of instructional*
4371 *effectiveness*

4372 Three sources of information for determining instructional effectiveness include student course
4373 evaluations, results from the CPH exam, and faculty peer reviews of teaching.

4374 **Student Course Evaluation.** The School requires that students complete course evaluations for all
4375 required and elective public health courses. The institutional policies and processes dictate the format.
4376 While University-specific procedures are present, the SPH educational programs all require program-
4377 level reviews from students and alumni (and employers), and from the newly developed evaluation of
4378 the MPH core courses based on CPH student performance (success in core courses by other degree
4379 tracks). The average response rate for 187 graduate and undergraduate courses was slightly more than
4380 60% in 2014-15, with an overall mean of 5.3 on a 6.0 scale for graduate courses and 5.2 for
4381 undergraduate courses. The course evaluation data for 2014-15 is available in the Electronic Resource
4382 File. The course evaluation data for 2015-16 will be in the Final Self-study submitted at the end of
4383 August.

4384 **OHSU course evaluation system.** OHSU policy requires that all courses use the online course evaluation
4385 system "Blue." Students receive an email message one week prior to their courses ending, prompting
4386 them to log into Sakai to complete their course evaluations. The email contains a link to the Course
4387 Evaluation page, accessed once the student logs into Sakai. When completed, the student will see a list
4388 of course evaluations for the courses she/he took during the term. The SPH receives quarterly reports
4389 on student ratings of instructor and course effectiveness.

4390

4391 **PSU course evaluation system.** PSU's system provides an opportunity for students to complete course
4392 evaluations. PSU has an evaluation system with a five-point scale, used for HP, CH, and HS courses, but
4393 not in HMP and HSP. For the PSU course evaluation, faculty may choose either a hard copy or on-line
4394 version of the course evaluation instrument. On-line courses only have the on-line option. The courses
4395 offered for the HMP and HSP, the course evaluation instrument developed by Public Administration is
4396 used, not the university course evaluation system.

4397

4398 Of the 72 public health courses offered in HP, CH, and HS in 2014-15, students completed course
4399 evaluations in 86% (62 courses) of the graduate courses offered with 92% of undergraduate courses (33
4400 out of 36) and 81% of graduate courses evaluated. Of the 26 courses offered in HMP and HSP in 2014-
4401 15, students completed course evaluations in 89% (23 of 26) of the courses offered.

4402

4403 **The Certified Public Health Examination**, which is regulated by the National Board of Public Health
4404 Examiners, is now required for all MPH students. The first cohort for whom this is required will begin
4405 "sitting" for this exam in late spring 2016. In preparation for requiring the CPH, the Dean's Office
4406 sponsored a pilot project during spring 2015. Pilot participants received basic support to prepare for the
4407 exam, and the Dean's Office paid their exam fees. Fifteen OMPH students and alumni participated in the
4408 pilot, preparing for and taking the CPH exam in June 2015. Of the 15 sitting for the exam, 13 passed the
4409 exam. Of the 26 OMPH students who have taken the exam since August 2008, 92% have passed
4410 compared to 84% nationally. The eleven pilot participants who completed a follow-up online survey

4411 about their CPH exam experience rated themselves as more or less prepared in the exam's seven
4412 content areas, indicated how they prepared for the exam and how much time they spent preparing for
4413 it, and made suggestions to other students preparing to take the exam. Presented to the APCC and to
4414 the EAC for review and comment, these and related survey findings provide early feedback regarding
4415 how program faculty and staff can help students prepare for and succeed at the CPH.
4416

4417 **Faculty Peer Review.** OHSU public health courses also are peer-reviewed by program faculty on an
4418 annual basis. The Biostatistics/Epidemiology faculty initiated this process and the APCC discussed
4419 adopting this process and expectation to other OHSU faculty instructors in the current academic year. A
4420 [peer review report](#) (anonymized) of the MPH core epidemiology course *Epidemiology I* is available in the
4421 ERF. In the current academic year, PSU faculty teaching the core epidemiology course asked OHSU
4422 faculty to perform this review. The School plans to add regular peer-evaluations in winter 2017.

4423 *4.2.e. Assessment of the extent to which this criterion is met and an analysis of the SPH's strengths,*
4424 *weaknesses and plans relating to this criterion.*

4425 This criterion is met, with comment.

4426 **Strengths**
4427 • An inter-institutional group drafted SPH Bylaws scheduled for ratification by faculty in 2016-17.
4428 • SPH relies on the well-defined Institutional faculty policies and procedures to guide the
4429 recruitment, appointment, and evaluation of faculty competence by disciplinary unit and
4430 appointment type.
4431 **Weaknesses**
4432 • The annual review/evaluation of SPH faculty differs by the employing university in roles,
4433 responsibilities, processes, and formality.
4434 • Given low faculty turnover, achieving greater faculty diversity will depend on faculty retirements
4435 or new faculty lines.
4436 • Although student course evaluations are in place, we lack consistency in questions and scales,
4437 and response rates vary considerably.
4438
4439 **Plans**
4440 • The School will increase its commitment to faculty development by expanding the roles of the
4441 associate deans for academic affairs and undergraduate studies in faculty development; adding
4442 new mentoring and peer review programs; and leveraging the rich development resources and
4443 pedagogical support offered by the universities.
4444 • SPH will develop a school-level faculty handbook that details school policies, revised on an
4445 ongoing basis, and is accessible through a faculty-only portal.

4446 **4.3 Student Recruitment and Admissions**
4447 **The school shall have student recruitment and admissions policies and procedures designed to locate**
4448 **and select qualified individuals capable of taking advantage of the school's various learning activities,**
4449 **which will enable each of them to develop competence for a career in public health.**

4450 *4.3.a. Description of the school's recruitment policies and procedures. If these differ by degree (e.g.,*
4451 *bachelors vs. graduate degrees), a description should be provided for each.*

4452 The SPH is committed to recruiting highly qualified and diverse students who demonstrate the potential
4453 to succeed as public health professionals. The School's website serves as the central point of contact for
4454 prospective students, providing them with extensive information on programs of study, track
4455 requirements, upcoming recruitment events, and contact information. Both campuses also offer
4456 information about available programs through each university's website, course catalog (PSU only), and
4457 printed promotional materials.

4458 The SPH sends faculty, students, and staff representatives annually to the Oregon Public Health
4459 Association conference and the American Public Health Association meeting. The School also
4460 participates in various community conferences, career fairs, and graduate school fairs. In recent years,
4461 this has included the Idealist Graduate Fair, Public Health Week, the Diversity Leaders Network, the
4462 African American Health Coalition, and career fairs for Portland Community Colleges. Additionally, OHSU
4463 and PSU support student recruitment through campus visits and prospective student information
4464 sessions.

4465 The School began participating in quarterly SOPHAS Virtual Fairs in July 2014. During these virtual fairs,
4466 the SPH hosts a chat room for discussion between prospective students and OHSU-PSU SPH faculty,
4467 program officers, and students. Prospective students bring questions about our programs, faculty,
4468 location, and application processes. Because the process does not require a campus visit, these virtual
4469 fairs connect the School to prospective students living outside the Pacific Northwest region and
4470 internationally.

4471 **Targeted Recruitment**
4472 Much of the targeted recruitment activity occurs at the institutional level on behalf of the School. As
4473 noted under Criterion 1.8, both OHSU and PSU have diversity plans in which the schools and academic
4474 units must nest or align their objectives, metrics, and activities or initiatives. The School benefits from
4475 this concentrated effort. The recruitment and travel schedule is prepared at least a year in advance and
4476 demonstrates the high level of activity and commitment to having a diverse student body.

4477 PSU's Diversity Action Council (DAC) in collaboration with the Office of Global Diversity and Inclusion
4478 hosts a series of cultural competency trainings. The trainings, geared to the campus community, explore
4479 various diversity issues including race, sexuality, gender expression, disability, and socioeconomic class.
4480 The series strives to break down barriers, challenge stereotypes, celebrate differences, and intersect
4481 commonalities in people, cultures, and community. DAC offered the training, "Illumination Project:
4482 Rehearsing to Stop Oppression," addressing ways to combat oppression in February 2015 followed by
4483 training on recruitment and retention of students of color in April 2016. A half-day symposium in spring
4484 2016 will culminate PSU's inaugural efforts to enhance cultural competency on campus.

4485

4486

4487

4488 ***4.3.b. Statement of admissions policies and procedures. If these differ by degree (e.g., bachelors vs.***
4489 ***graduate degrees), a description should be provided for each.***

Table 4.3.b. Admission Policies by Program and Degree												
"x" Indicates required	**Standardized A Test**	**Analytical**	**Verbal**	**Quantitative**	**Statistics Course**	**Personal Statement**	**Resume/CV**	**UG GPA**	**UG Prerequisites**	**Letters of recommendation**	**Official Transcripts**	**TOEFL for non-native English speaking**
Biostatistics												
MPH	GRE	4.5	153	148	x	x	x	≥3.0	x	3	x	80
MS	GRE	4.5	153	148	x	x				3	x	80
Environmental Systems & Human Health												
MPH	GRE	4.5	153	148	x	x	x	≥3.0	x	3	x	80
Epidemiology												
MPH	GRE	4.5	153	148	x	x	x	≥3.0	x	3	x	80
PhD	GRE	4.5	153	148	x	x	x	≥3.0	x	3	x	80
MD/MPH	MCAT	≥30	x	x	x	x	x	≥3.0	x	3	x	80
Health Management & Policy, Health Systems & Policy												
MPH	GRE	4.5	153	144		x	x	≥3.0	x	3	x	80
PhD	GRE	4.5	153	144	x	x	x	≥3.0	x	3	x	80
Health Promotion, Community Health, Health Studies												
BA/BS Health Studies	SAT ACT	SAT (CR &M) 1060 ACT 23 w/≥3.0 GPA			No	No	No	HS ≥3.0			x	80
MPH Health Promotion	GRE	4.5	153	144	x	x	x	≥3.0	x	3	x	80
MA/MS Health Studies	GRE	--	153	144	Yes	x	No	≥3.0	x	3	x	80
PhD Community Health	GRE	4.5	153	144	153	144	x	≥3.0	x	3	x	80
Primary Health Care & Health Disparities												
MPH	GRE	4.5	153	144	x	x	x	≥3.0	Yes	3	x	83

4490

4491

4492 ***4.3.c. Examples of recruitment materials and other publications and advertising that describe, at a***
4493 ***minimum, academic calendars, grading and the academic offerings of the school. If a school does not***
4494 ***have a printed bulletin/catalog, it must provide a printed web page that indicates the degree***
4495 ***requirements as the official representation of the school. In addition, references to website addresses***
4496 ***may be included***

4497 The SPH and its programs list recruitment materials and information on the SPH website and the various
4498 program websites listed in Table 4.3.c.

4499

Table 4.3.c. Student Recruitment Materials and Information	
Program	**Link**
Undergraduate Programs	
Aging Services	*http://www.pdx.edu/sch/aging-services*
Community Health Education	*http://www.pdx.edu/sch/community-health-education*
School Health	*http://www.pdx.edu/sch/school-health-education*
Health Sciences	*http://www.pdx.edu/sch/health-sciences*
Applied Fitness & Exercise	*https://www.pdx.edu/sch/babs-applied-health-and-fitness*
MPH Programs	
Biostatistics	*http://ohsu-psu-sph.org/index.php/mph-in-biostatistics/*
Environmental Systems & Human Health	*http://ohsu-psu-sph.org/index.php/mph-environmental-systems-human-health/*
Epidemiology	*http://ohsu-psu-sph.org/index.php/mph-in-epidemiology/*
Health Management & Policy	*http://ohsu-psu-sph.org/index.php/mph-health-management-policy/*
Health Promotion	*http://ohsu-psu-sph.org/index.php/mph-health-promotion/*
Primary Healthcare & Health Disparities	*http://ohsu-psu-sph.org/index.php/mph-primary-health-care-health-disparaties/*
MS Programs	
Biostatistics	*http://ohsu-psu-sph.org/index.php/ms-in-biostatistics/*
Health Studies: Physical Activity & Exercise	*http://www.pdx.edu/sch/physical-activityexercise*
PhD Programs	
Community Health	*http://ohsu-psu-sph.org/index.php/phd-community-health/*
Epidemiology	*http://ohsu-psu-sph.org/index.php/phd-in-epidemiology/*
Health Systems & Policy	*http://ohsu-psu-sph.org/index.php/phd-health-systems-policy/*
Certificate Programs	
Biostatistics (some courses on-line)	*http://ohsu-psu-sph.org/index.php/certificate-in-biostatistics/*
Public Health (all courses on-line)	*http://ohsu-psu-sph.org/index.php/certificate-public-health/*

4500

4501 After prospective graduate students complete their SOPHAS application, the admissions committees for
4502 each graduate program reviews each applicant. The admission committees, which include primary
4503 faculty members, review applications. The early admissions review is December 1 and the regular
4504 deadline is February 1. Two faculty members review each SOPHAS application and assign a numeric
4505 score from 1 "low" to 5 "high" against program requirements: GPA, GRE, letters of recommendation,
4506 work experience, and personal statement. Although the reviewers provide a numerical score for each
4507 participant, each reviewer also makes a holistic evaluation of the candidate to recommend admission

4508   into the program. Recommendations by two reviewers translate into automatic acceptance into the
4509   program. A smaller review committee automatically places the students without two positive
4510   recommendations on a waitlist for further consideration. The university makes decisions about
4511   admissions for undergraduates, and undergraduates select majors without additional screening.
4512

Table 4.3.d. (Template 4.3.1) Applicants, Acceptances, and Enrollments, Fall 2014 through Fall 2016

Program/Track	Action	Fall 2014	Fall 2015	Fall 2016
Epidemiology/Biostatistics	Applied	72	-	-
	Accepted	45	-	-
	Enrolled	18 (40%)	-	-
Biostatistics (MPH)	Applied	-	9	Due August
	Accepted	-	6	
	Enrolled	-	2 (33%)	
Environmental Systems & Human Health (MPH)*	Applied	2	32	Due August
	Accepted	2	20	
	Enrolled	2 (100%)	4 (20%)	
Epidemiology (MPH)	Applied	-	93	Due August
	Accepted	-	55	
	Enrolled	-	16 (29%)	
Health Management & Policy MPH)	Applied	58	54	Due August
	Accepted	37	34	
	Enrolled	18 (49%)	12 (35%)	
Health Promotion (MPH)	Applied	74	127	Due August
	Accepted	40	54	
	Enrolled	12 (30%)	11 (20%)	
Primary Healthcare & Health Disparities (Online MPH)	Applied	23	28	Due August
	Accepted	18	22	
	Enrolled	10 (56%)	4 (18%)	
Community Health (PhD)	Applied	2	21	Due August
	Accepted	2	8	
	Enrolled	1 (50%)	3 (38%)	
Epidemiology (PhD)	Applied	8	23	Due August
	Accepted	5	7	
	Enrolled	4 (80%)	3 (43%)	
Health Systems & Policy (PhD)	Applied	16	16	Due August
	Accepted	13	12	
	Enrolled	5 (35%)	7 (58%)	
Biostatistics (MS)	Applied	6	9	Due August
	Accepted	6	7	
	Enrolled	3 (50%)	4 (57%)	
Health Studies (MA/MS)	Applied	7	3	Due August
	Accepted	6	2	
	Enrolled	3 (50%)	2 (100%)	
TOTAL SPH	Applied	258	926	Due August
	Accepted	167	446	
	Enrolled	77 (46%)	254 (57%)	

* ESHH program had two MPH transfer students into the track.

4513

4514   ***4.3.e. Quantitative information on the number of students enrolled in each specialty area identified in***
4515   ***the instructional matrix, including headcounts of full- and part-time students and a full-time-***
4516   ***equivalent conversion, by concentration, for each degree, for each of the last three years. Non-degree***
4517   ***students, such as those enrolled in continuing education or certificate programs, should not be***
4518   ***included. Explain any important trends or patterns, including a persistent absence of students in any***
4519   ***degree or specialization. Data must be presented in table format. See CEPH Data Template 4.3.2***

4520

Table 4.3.e. (Template 4.3.2) Total Enrollment by Degree Program, Fall 2014 through Fall 2016							
Program Name	**Award**	**Fall 2014**		**Fall 2015**		**Fall 2016**	
		HC	FTE	HC	FTE	HC	FTE
Epidemiology/Biostatistics	MPH	39	18.7	-	-	-	-
Biostatistics	MPH	10	0.1	4	3		
Environmental Systems & Human Health	MPH	1	0.8	6	4.7		
Epidemiology	MPH	18	15.2	37	27		
Health Management & Policy	MPH	36	21.5	46	29.7		
Health Promotion	MPH	33	22.8	43	29.6		
Primary Health Care & Health Disparities	MPH	34	18.0	30	15.8		
Community Health	PhD	1	0.8	4	4.1		
Epidemiology	PhD	2	1.5	7	6.5		
Health Systems & Policy	PhD	9	5.4	12	8.4		
Biostatistics	MS	12	5.7	9	4.3		
Health Studies	MA/ MS	7	5.8	8	5.8		
Health Studies (5)	BA/BS	1,180	961.5	1,233	982		
Total OMPH/SPH		1,382	1,078	1,439	1,121		

4521   Both total headcount and FTE student enrollment is slightly on the rise (4% and 2% respectively), but
4522   explained largely to the inclusion of the undergraduate program under the OMPH umbrella. With the
4523   withdrawal of Oregon State University from the OMPH program, we added degree offerings by splitting
4524   the EPI/BIO track into separate programs and developing a new MPH track, ESHH. Fortunately, the
4525   wealth of faculty expertise in these fields, previously underutilized in the public health programs, made
4526   this a relatively easy transition. MPH enrollment in biostatistics and environmental systems is lower than
4527   desirable. However, other MPH tracks are increasing including epidemiology, health management and
4528   policy, and health promotion. The new doctoral programs are also increasing slightly. We are monitoring
4529   students enrolled in the new programs to ensure there is sufficient growth to sustain the offerings. We
4530   expect growth in biostatistics given the great need for individuals with these skills for research as well as
4531   the evaluation of health policy outcomes. With the addition of three PhD programs,

4532 *4.3.f. Identification of measurable objectives by which the school may evaluate its success in enrolling*
4533 *a qualified student body, along with data regarding the performance of the school against those*
4534 *measures for each of the last three years*

🟩 *Things are going well.*	🟨 *Watch this more closely.*	🟥 *Target not met; need to act.*

Table 1.4.3.e Measureable Objectives for Evaluating Success in Enrolling Qualified Student Body						
	Target	**2013-14**		**2014-15**		**2015-16**
🟩 **Applicants accepting offers of admission are from at least one of the targeted recruitment groups**	40%					
URM Undergraduates	NA	23% (243/1073)		28% (330/1180)		*28% (350/1233)*
URM Masters students	NA	18% (11/61)		22% (13/60)		24% (13/54)
URM PhD students	NA	*33% (1/3)*		*18% (2/11)*		*10% (1/10)*
Undergraduate Pell Grant Recipients	50%	*66% (709/1073)*		65% (767/1180)		*51% (623/1233)*
MPH Disadvantaged Background	40%	NA		43%		55%
Previous Public Health Experience	70%	NA		83%		79%
🟨 **MPH applicants accepted will enroll next AY**	40%	59% (57/96)		44% (62/141)		30% (63/209)
🟩 **MA/MS applicants accepted will enroll next AY**	50%	86% (6/7)		67% (2/3)		50% (3/6)
🟩 **PhD applicants accepted will enroll the next AY**	45%	75% (3/4)		73% (11/15)		50% (10/20)
🟩 **New matriculates into MPH meet minimum GRE requirements[1]**	75%	NA		V: 73% Q: 73%		V: 79% Q: 74%
🟩 **New matriculates into academic master's degree programs meet minimum GRE requirements[1]**	85%	PAE: V 75% Q 75%	BIOS: V87% Q100	PAE: V 75% Q75%	BIOS: V100 Q100	PAE: V75% Q 75%	BIOS: V100 Q100
🟩 **New matriculates into PhD programs meet the minimum GRE requirements**	80%	NA		V 80% Q 100%		V 83% Q 100%

4535

4536

4537

4538

4539 ***4.3.g. Assessment of the extent to which this criterion is met and an analysis of the school's strengths,***
4540 ***weaknesses and plans relating to this criterion.***

4541 This criterion is met.

4542 **Strengths**

4543 • The SPH uses SOPHAS across all graduate programs; the School added new staff dedicated to
4544 data management, reporting, and analysis.
4545 • The undergraduate program attracts diverse students.
4546 • PhD students have opportunities for acquiring mentored teaching experience in public health

4547 **Weaknesses**

4548 • Students express frustration with navigating multiple websites to locate information
4549 • We are slowly rebranding from Oregon MPH to OHSU-PSU SPH
4550 • Recruiting doctoral students with diverse experiences is challenging.

4551 **Plans**

4552 • SPH will implement new communication plan to position and message its mission, goals and
4553 objectives to its constituency groups using new print materials, social media, and other tools.
4554 • The new website will launch successfully in fall 2016.
4555 • Develop targeted recruitment resources to support greater enrollment of students with diverse
4556 experiences to ensure their success.
4557 • Develop culture that regards success of diverse students as the responsibility of the student,
4558 faculty, and staff. Through our policies, practices, attitudes and knowledge we have the power
4559 to create conditions that make student success possible.

4560 **4.4 Advising and Career Counseling**
4561 **There shall be available a clearly explained and accessible academic advising system for students, as**
4562 **well as readily available career and placement advice.**
4563
4564 *4.4.a. Description of the school's advising services for students in all degree programs, including*
4565 *sample materials such as student handbooks. Include an explanation of how faculty are selected for*
4566 *and oriented to their advising responsibilities.*
4567
4568 The School designs advising services to ensure students receive guidance appropriate to their degree
4569 type; students are able to navigate successfully through their curricular program; and they make the
4570 most of available career options. The track coordinator/program director assigns each matriculating
4571 student an individual advisor based on students' expressed interests, prior academic preparation, and
4572 faculty advisors' current loads. Students may request changing to a different advisor if interests align
4573 better and if both parties agree. Students and advisors meet at least once per quarter. Advisors help
4574 students plan their program of study and monitor student progress throughout the program. If students
4575 encounter problems related to the curriculum, their faculty advisors assist in resolving them. Advisors
4576 provide letters of recommendation and serve as references. They also encourage students to attend
4577 networking events and to develop connections with public health professionals, thereby mentoring and
4578 guiding their advisees' career development. Faculty advisors collaborate with track Field Experience
4579 Coordinators to oversee students' selection of field experience sites (Organizational Experience in HMP)
4580 and to monitor student progress toward competency achievement. Faculty advisors facilitate
4581 connections with potential FE/OE sites, guide development of students' applications, and participate in
4582 the evaluation of FE/OE final reports and presentations.
4583
4584 **MPH Degree Program**
4585 Within the MPH program, advising takes place at the track level and is guided and supported by the
4586 MPH Program Student Handbook. With the exception of the Health Promotion track (see below), only
4587 primary/core faculty are eligible to serve as advisors. Although typically informal, faculty orientations to
4588 student advising responsibilities share aspects in common across tracks. These include:
4589 • Experienced faculty advisors orient newer faculty and mentor them as needed.
4590 • All faculty can easily access the track student handbook.
4591 • All faculty receive advising updates and review advising matters during general and track
4592 specific faculty meetings.
4593 • Faculty with teaching, advising, or supervisory responsibilities within a MPH track are expected
4594 to attend New Student Orientation, particularly-track specific sessions. Advising information
4595 shared within this context provides new faculty added insight into general and track-specific
4596 processes and practices.
4597 • In addition to faculty advising orientation practices that are common among all
4598 tracks/programs, tracks have developed practices suited to their particular needs. For example:
4599 • Biostatistics provides group-advising sessions for students from all Biostatistics programs (MPH,
4600 MS, and Graduate Certificate) at the beginning of fall and spring quarters. These sessions
4601 address student questions related to their progress in the program.
4602 • Epidemiology has recently transitioned from using a group-advising format to one-on-one
4603 advising. During 2015-16, the track/program piloted weekly advising drop-in hours staffed by
4604 the track coordinator, education program manager, and field experience coordinator.
4605 • Health Management & Policy limits student-advising responsibilities to core HMP faculty
4606 members to ensure that all advisors have extensive program knowledge and a wide network of

4607	management professionals to draw upon in their advising duties. New faculty are oriented to
4608	advising responsibilities as part of their orientation to their faculty responsibilities
4609	• The Health Promotion track coordinator meets with all incoming faculty during their first term
4610	to help orient them to their student advising responsibilities. This orientation includes general
4611	program context and specific policies, procedures, and resources. Every tenure-line faculty
4612	member is eligible to be an advisor; non-tenure track faculty may be asked to advise in the case
4613	of a temporary shortage of advisors (e.g., sabbaticals, medical and other leaves).
4614	• In Primary Health Care & Health Disparities, advisor assignments are based on faculty advisor
4615	accessibility, knowledge of the program, and familiarity with the Degree Works tracking system.
4616	To encourage faculty in this online track to use Degree Works to facilitate student advising,
4617	more experienced advisors coach newer advisors via email or phone while they learn the Degree
4618	Works tracking system, program requirements, and resources.
4619	

New Student Orientation and Student Handbooks

4620
4621 At the beginning of each academic year, incoming MPH students are invited to New Student Orientation
4622 during which they receive a program overview and meet within their respective tracks for information
4623 related to their specialized courses of study. New Student Orientation provides opportunities to meet
4624 faculty and students from across the School, representatives from student organizations, and alumni.
4625 Faculty leadership reviews feedback from evaluations collected at the orientation's conclusion and in
4626 the Annual Student Surveys. Based on their feedback, student-driven improvements implemented
4627 include:

4628 • Added a session in which recent alumni share best practices for academic success and lessons
4629   learned while seeking employment after graduating;

4630 • Added recommendations for working effectively with a faculty advisor; and

4631 • Increased opportunities for informal conversation and networking during the day.

4632 Updated annually, MPH student handbooks include program and track-specific information, including
4633 descriptions of the program's structure, governance, policies and program statements, contact
4634 information, frequently asked questions, program-level competencies, and student resources. Track
4635 information includes competencies, curriculum, campus and unit resources, field experience
4636 ##information, and description of the culminating experiences.
4637

BA/BS Degree Program

4638
4639 Historically, the baccalaureate program in health studies has 0 .7 FTE of professional advisors trained to
4640 work with Health Studies majors coupled with a peer-mentoring program that provides students with
4641 additional support options. Students book appointments as needed. Advisors encourage students to
4642 seek advising at least once per academic year and to contact advising services regularly. Advisors also
4643 visit introductory Health Studies courses to inform students about available advising and career services,
4644 and they email students with new information as it becomes available.
4645

4646 Students can locate advising information online, including advising sheets; information about majors
4647 and concentrations, internships, and career options; and advisor contact information. Students enrolled
4648 in the Health Science concentration receive additional guidance from pre-health advisors in the College
4649 of Liberal Arts and Sciences to help them prepare for careers in the health professions. All advising units
4650 collaborate to ensure these students are successful.

4651 Advisors attend monthly trainings conducted by the Office of Advising and Career Services. These
4652 sessions cover information on changes to general education requirements, student conduct and
4653 dismissal policies and procedures, filing a grievance or petitions, scholarships, and financial aid.
4654 Undergraduate advisors in the SPH also attend weekly meetings to discuss advising strategies for
4655 success.

4656 The ratio of undergraduate health studies students to advisors in fall 2015 was 1683:1. An advising
4657 initiative to improve student retention and graduation rates will add 1.0 FTE to the SPH for
4658 undergraduate advising, and immediately reallocating a new position currently designated for another
4659 school to SPH. This will increase the FTE to 2.7 and reduce the ratio to 436:1 for 2016-17. Within 12
4660 months, Provost Andrews commits to adding another advising position to SPH using resources currently
4661 dedicated to project coordination in another unit. This position would reduce the ratio to 318:1 in 2017-
4662 18 and give the necessary capacity should the undergraduate program grow (see PSU Advisor Allocation
4663 Plan and Provost Memo).
4664
4665 **MA/MS Degree Programs**
4666 **Biostatistics**. Advising processes for MS students in biostatistics are the same as those for students in
4667 the MPH track. Each program assigns an advisor to the incoming MS students. Group advising sessions
4668 are held at the beginning of fall and spring quarters and are open to all MPH, MS, and Certificate
4669 students. These sessions are offered specifically to address students' issues and concerns related to
4670 their progress through the program. Faculty advisor assistance is part of the program support provided
4671 to MS students during completion of their required data analysis project. This is a 3-credit requirement
4672 involving advising support that is straightforward and uncomplicated.
4673
4674 **Health Studies.** For over 10 years, student advising for the MA/MS in health studies has been the
4675 primary responsibility of a senior faculty member with expertise in exercise and physical activity. This
4676 single contact ensures that MS students will receive the academic advising they need to progress
4677 through the program in a timely manner. It also increases the likelihood of compatibility between the
4678 student's thesis or project with the faculty advisor's research expertise, enhancing the likelihood that
4679 students will complete their thesis, or project, successfully.
4680
4681 **PhD Programs.** Upon entry into one of the PhD programs in Community Health, Epidemiology, or Health
4682 Systems & Policy, each student has a faculty advisor assigned based on faculty eligibility, availability, and
4683 common research interests. The advisor helps to guide and familiarize the student with program faculty,
4684 available courses, and other program resources. Faculty advisor duties include the following:
4685 • Assist students in their transition to doctoral student life.
4686 • Provide overall guidance and academic support to students, including reviewing student
4687   progress, through regular meetings throughout the student's program of study.
4688 • Recommend approval of transfer courses and course substitutions.
4689 • Ensure all required courses as well as electives relevant to students' proposed dissertation
4690   research are completed (e.g., HSP Program Planner).
4691 • Mentor students on research activities and support students in assembling a dissertation
4692   committee.
4693 • Notify students of relevant SPH, community level, and national professional development events
4694   and services, and encouraging students to participate.
4695 • Provide timely support and guidance to advisees who are in academic or personal difficulty.
4696

4697   In the PhD in Epidemiology, the faculty advisor works with the student annually to develop and monitor
4698   academic progress using the "Individualized Development Plan." The plan begins with selecting courses,
4699   preparing for the qualifying exam, and guiding the student on a dissertation proposal. After consulting
4700   with the faculty advisor assigned and the program director, a student may request a change in advisor if
4701   the other faculty member agrees to assume the advisor role. The new faculty advisor must have
4702   resources to support the student.
4703
4704   Student handbooks for each PhD address topics including program competencies, admissions policies
4705   and procedures, general degree requirements, curricular requirements, rules and procedures,
4706   comprehensive examination and dissertation requirements, and opportunities for student funding.
4707   Health Systems & Policy completed a student handbook in fall 2105. Community Health faculty will
4708   approve their student handbook by June 2016. Epidemiology will complete its student handbook by
4709   August 2016. All PhD programs will have comprehensive student handbooks available for students in fall
4710   2016.
4711
4712   ***4.4.b. Description of the school's career counseling services for students in all degree programs.***
4713   ***Include an explanation of efforts to tailor services to specific needs in the school's student population.***

4714   Portland State University has a general Office of Advising and Career Services open to all undergraduate
4715   and graduate students in the SPH. (OHSU students have had access to these services since 2011.)
4716   Students find help researching careers and preparing for employment. The Center offers career fairs,
4717   practice experience fairs, and workshops on resume writing. The designated career advisor specializes in
4718   health-related careers and refers students for career counseling. The advisor also visits undergraduate
4719   classes to speak about services the Advising and Career Center offers.

4720   As an academic health center, placement for many OHSU graduates focuses on advanced training (e.g.,
4721   residencies, fellowships, and pre-licensure hours). As such, OHSU does not have a formal career center;
4722   SPH students receive career counseling through their degree programs.

4723   **Graduate Advising.** In addition to the comprehensive career services provided by PSU's Career and
4724   Advising Center, graduate students receive essential career advising and support from their faculty
4725   advisors, program faculty, and SPH-sponsored events that are scheduled throughout the year. The
4726   following list provides some examples:
4727   • Under the expert guidance of a faculty member, the formal field experience supports the
4728   integration and synthesis of program content, as well as planning for future career directions.
4729   • The SPH widely disseminates information about positon openings and field experience
4730   opportunities to students and alumni through postings on the website Career Opportunities
4731   page and in the monthly SPH Student Digest. Using program listservs, all students receive e-
4732   mails about job opportunities.
4733   • Alumni are regularly included as keynote speakers and participate on symposium and
4734   orientation panels, providing perspectives on the job search process and market.
4735   • Students are encouraged to attend the annual APHA and OPHA conferences to take advantage
4736   of professional networking and to enhance their understanding of public health career
4737   opportunities.
4738   • Faculty write letters of recommendation for students, serve as individual references for them,
4739   and welcome students into their own professional networks.

4740

4741 ***4.4.c. Information about student satisfaction with advising and career counseling services.***
4742 Student surveys ask students about their satisfaction with advising or mentoring and career counseling.
4743 The MPH program surveyed students annually and found that overall only 3 out of 5 MPH students were
4744 satisfied with academic advising in 2013-14 and 2014-15. This varied by MPH track.
4745
4746 In contrast, a survey conducted in 2014-15 found that more than 9 out of 10 of undergraduates in health
4747 studies were satisfied with academic advising. The target is for 80% of students to report satisfaction
4748 with advising and career counseling services. The findings of the annual student survey, distributed to all
4749 students in the School, will be available for the final Self-Study.
4750
4751 ***4.4.d. Description of the procedures by which students may communicate their concerns to school***
4752 ***officials, including information about how these procedures are publicized and about the aggregate***
4753 ***number of complaints and/or student grievances submitted for each of the last three years.***
4754
4755 Students have several options for communicating their concerns about academic questions or concerns.
4756 First, the SPH Program websites offer contact information for academic programs, including options for
4757 direct feedback to the Office of the Dean. Second, all students are sent an electronic Annual Student
4758 Survey requesting anonymous scaled and open-ended feedback about their academic programs. Third,
4759 the Student Leadership Council provides channels through which students may send specific ideas and
4760 concerns directly to the Associate Dean for Academic Affairs and the Associate Dean for Undergraduate
4761 Studies. Students may also contact their MPH track coordinator or PhD program director with a specific
4762 concern. Grievance procedures are included in the MPH and PhD Student Handbooks. Over the last
4763 three years, OMPH/SPH students have not filed either a formal complaint or grievance. School and
4764 program leadership make every effort to resolve concerns at the track or program level. If all efforts at
4765 remediation fail, students follow their respective institutional grievance and complaint processes.
4766 Descriptions of these processes are located in:
4767   OHSU Student General Grievance and Complaint Procedures
4768   OHSU Complaint Procedure
4769   PSU Office of Equity & Compliance Investigative Procedure
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4771 ***4.4.e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths,***
4772 ***weaknesses and plans relating to this criterion.***
4773 This criterion is met, with comment.
4774
4775 **Strengths**
4776   • All programs tailor career-counseling services for students in their degree programs; students at
4777   PSU may access the PSU's Office of Advising and Career Services.
4778   • OMPH/SPH offers a career-advising workshop for MPH students, usually once a year.
4779   • All programs have well-developed student grievance and academic misconduct policies.
4780
4781 **Weaknesses**
4782   • The student-to-advisor ratio in the undergraduate program is well below national standards,
4783   and poses a threat to student retention, time-to-degree, and degree completion especially for
4784   underrepresented populations. This poses a barrier to providing a more diverse workforce.
4785   • The satisfaction ratings by MPH students for academic advising are well below the target of 80%
4786   for two years in a row, despite low student-faculty-ratios.
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4789 **Plans**
4790 • New central resources for advising will reduce the ratio of undergraduate students to advisors
4791 to within national standards in two academic years.
4792 • SPH will prioritize faculty development on graduate student advising, monitor changes in
4793 student ratings, and determine if there are gaps in satisfaction and academic outcomes among
4794 student populations
4795 • SPH will expand career workshops to students enrolled in all public health programs and degree
4796 levels.
4797 • The School will harmonize policy and processes for student grievance and academic misconduct
4798 with school-level administrative processes ending with dean review and approval of proposed
4799 actions or remedies. The new SPH website will provide information for students on the
4800 procedures to file a grievance.
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