

College of Public Health and Human Sciences (CPHHS) Provost Report

The following report summarizes the outstanding and dynamic efforts within our two Schools, Research Centers, and Extension and Outreach programs. Progress to date aligns directly with the College and University Strategic Plans. Appended to this document are the recently distributed Academic College Metrics (Appendix 3) that illustrate further growth and success of the College.

2011-2012 PROGRAMMATIC ACHIEVEMENTS

I. Significant College Achievements

During AY 2011-12 faculty and staff worked together to implement the new structure following the transformation of our College from a College of Health and Human Sciences into a CEPH accreditation ready College of Public Health and Human Sciences with two well integrated schools, three research centers, and an integrated PHHS Extension Program. We are collaborating across disciplines to conduct world-class interdisciplinary research, teaching and outreach and engagement. The College's strengths in Public Health, Human Development and Family Sciences, Nutrition and Exercise Sciences are important fields in a leading edge approach to achieving the University's goal of *Improving Human Health and Wellness*. With an increasing ecological focus on human biological, social, behavioral and environmental determinants of health, these disciplines complement the traditional five public health disciplines in promoting and protecting the public's health. We successfully reorganized the College into two Schools: School of Biological and Population Health Sciences and School of Social and Behavioral Health Sciences using the Co-Director model for leadership. We successfully hired, integrated and mentored 17 outstanding new tenure-track faculty members to join in the creation of our new College (Appendix 1).

OSU's application to become the state's first accredited College of Public Health and Human Sciences (CPHHS) was approved on June 18, 2011. ***During 2011-2012 we designed a faculty/staff engaged process and made significant progress on the self-study for successful accreditation.*** We established a self-study steering committee and four working sub-committees with the charge of producing initial drafts for each of the four criteria identified by the Council on Education for Public Health (CEPH). Members of the College's administrative team and 21 faculty and staff members from both Schools within the College, including county-based Extension faculty, participated on these committees, affording a broad scope of participation. These initial working drafts were completed in May 2012. A revision of this draft will be posted on the College's web site in September 2012, for commentary by all faculty and staff within the College. Based on that input, revisions to the draft will be made, and the next draft will be posted on the internet in December 2012 for review and comment by the general public, students, alumni, public health practitioners, agency partners, and other external stakeholders.

Another significant achievement is the strategic and successful move of Design and Human Environment across Colleges and Divisions. The approval of the abbreviated Category I proposal to create a School of Design and Human Environment (SDHE) and the transfer of the new School to the College of Business (COB) was completed professionally and collegially. This School brings together OSU's design, housing and merchandising disciplines under a common administrative umbrella to effectively align with OSU's strategic initiatives and with Portland's economic development initiatives. In addition the faculty of the SDHE successfully completed a strategic planning process; the COB/SDHE transition task force completed an inventory and planning process for an effective transition of faculty and students; and a College P&T Committee structure and election process was implemented.

The Division of Health Sciences is now collaborating with neighboring Western University of Health Sciences to conduct inter-professional education in support of a holistic "one health" model. During AY 11-12 we successfully implemented our first dual degree program within the Division and now offer a DVM/MPH option. The Division also invested in an interdisciplinary research grant program to support the growth of collaborative research and improve capacity to compete for external funding.

During AY 2011-12 the College successfully designed and implemented our first Leadership Development Program. The overall goal of this initiative was to grow leadership capability within the new College and included a series of seven working sessions scheduled monthly as well as the completion of post-workshop assignments. A group of nine faculty and administrators participated in the initiative and received training for undertaking future leadership roles in the new CPHHS.

To demonstrate unity and integration of the new college, in June 2012 we held our first College-wide hooding ceremony for masters and doctoral level graduates and celebrated the accomplishments of 66 graduates with family and friends. We also celebrated the awarding of the Honorary Doctorate in Public Health to First Lady Michelle Obama at OSU's June 2012 Commencement ceremony.

II. Student Engagement and Success

We have demonstrated significant and sustained growth of our undergraduate programs, outpacing OSU growth. Our graduate enrollments are also growing with a 27% increase from 2009-2010 (see Appendix 3).

A major achievement this year was the transformation and restructuring of our College Advising Office to align with our new two school structure; address the demands due to growing numbers of undergraduates; be proactive rather than reactive; increase recruitment and retention initiatives with a focus on diversity, high achievers, and at-risk students; focus on career-readiness, University-industry relations and alumni relations; and address turnover of advisors. To facilitate this transformation, Kim McAlexander was promoted to Coordinator of Student Services with .20 of her FTE allocated to projects that support recent alumni and career readiness projects. In addition, during the last two years we have received Provost Initiative Funding to support 1.0 FTE advisor whose focus is "at risk" student populations and 1.0 FTE advisor whose focus is "First Year Experience." Beginning in Fall 2012 E-Campus will be funding 1.5 FTE for advising.

Our Learning in Communities (LinC) program for first year undergraduate students became a model emulated on campus and is now been successfully incorporated into U-Engage. Faculty and students in our College participate in U-Engage, a 2-credit course designed to help students investigate an academic area of interest. In addition, the College received Technology Resources Funding to upgrade the Virtual Computer Lab (Umbrella) Software (Mplus) in Milam Hall that enabled us to more efficiently provide computer laboratories for hands-on learning in research methods and statistical analysis.

We established undergraduate and graduate student councils to increase leadership capacity and engage students in building our new College. The aims of these councils are to provide a means for students to become involved in determining future College directions and planning, to improve the quality of student life, to encourage the highest quality of undergraduate and graduate instruction, and to otherwise enhance student involvement on campus and within the community.

Several academic programs were successfully accredited. The Didactic Program in Dietetics (DPD) bachelor program and the non-degree Dietetic Internship (DI) received full accreditation for 10 years from the Commission on Accreditation for Dietetics Education, which made us the one and only nutrition program in Oregon that has both DPD and DI. In addition, the MS degree program in Exercise & Sport Science: Physical Education Teacher Education was successfully accredited by the National Council for Accreditation of Teacher Education's Unit Accreditation Board.

Curricular Innovation

In alignment with the OSU Office of Academic Programs, Assessment, and Accreditation, faculty revised or developed competencies for all academic programs of study and developed the following courses to assure that all students receive a public health orientation. Beginning in Fall 2012, H100 Introduction to Public Health will be required of **all** undergraduate majors in the College. The course provides a general introduction to public health and specifically addresses the relationship between public health and other human science disciplines. In addition, all students in non-public health graduate programs will share common public health knowledge by completing **H523 Foundations in Public Health**. In this course, students are introduced to the fundamental

principles, concepts and tools used in public health to promote the health of populations and develop an understanding of how academic disciplines outside of public health address the social, behavioral and environmental determinants of public health. All students in non-public health graduate programs will also complete **H525 Principles of Epidemiology**. This course covers the history of epidemiologic thought, measures of disease frequency and effect, etiologic fraction, design strategies, sources of imprecision and bias, and basic epidemiological terminology.

In response to requests from the Oregon Health Authority and local practitioners to provide a certificate for county health administrators, ***the College developed and received approval from the OUS Provost's Council in June 2012 to offer an online Graduate Certificate in Public Health***. Designed for public health practitioners and others seeking professional development, continuing education, and a pathway to new career opportunities within the field of public health, the new program will enroll students in Fall 2012.

As part of the "one health model" for students in the Division of Health Sciences, ***the College's Inter-professional Education (IPE) graduate seminar supports an infusion of inter-professional knowledge, skills, and abilities***. The IPE experience assures that future health professionals are better equipped to communicate with families, communities, and other health professionals through a team approach for preventing disease and disability and maintaining health.

We currently offer all public health degrees necessary to become an accredited CPHHS. We completed revisions of curricula in the MPH programs in Epidemiology, Biostatistics, and Environmental and Occupational Health & Safety. These revisions align with the requirements for accreditation. We also developed a new Public Health undergraduate minor, which is currently under review in the curricular proposal process. We developed and offered two hybrid courses, H100 Introduction to Public Health and EXS 444 Adapted Physical Activity.

Internships/Experiential Learning

CPHHS embraces the value of experiential learning and offers a variety of opportunities for students including field trips, study tours, community service and internship experiences. To that end, this year over 110 public health undergraduate students completed H310 Health Field Work Experience, which includes volunteering in community health related sites. Additionally, 155 Public Health undergraduate, 227 HDFS undergraduate and 55 MPH students gained experiential learning and skills in public health and human sciences at local, state, national and international sites through internships. The post-baccalaureate, eCampus-delivered Dietetics Internship enrollment increased from 4 to 6 full-time students.

We now have dedicated faculty overseeing and coordinating the experiential learning opportunities, assisting with career readiness and building industry relationships for students in all disciplines in the college.

Recognizing the need for improved coordination for our MPH Internships and the IPE seminar, we hired a full-time, 12-month, MPH Internship Coordinator who oversees internships for students in all 6 tracks of the MPH program and manages our College's participation in the Inter-professional Education Program.

III. Research and its Impact

The College expanded its infrastructure to more effectively compete for funding, conduct high quality research, report outcomes, and translate this work to communities. ***Supports described below have allowed us to assist faculty in CPHHS to bring in \$18.1 million in awards, grants and contracts, a 23% increase from 2009-10, in a very tight funding environment. We also increased the number of grant applications submitted from 88 last year to 104 during 2011-2012***. These trends will likely continue in subsequent years as we build our research foci and capacity, facilitate development of large-scale federal proposals, and pursue interdisciplinary research opportunities.

This year we continued to build research capacity including ***offering a grant writing seminar and workshop which were attended by 38 and 15 faculty, respectively. As a result, all 15 participants have or will be submitting grant applications to external funding agencies***. We conducted two faculty forums to solicit faculty input to identify needed supports and based on their recommendations will be hiring a Grants/Contracts

Coordinator to assist faculty in the pre-award phase of proposal development and convening a peer-review committee for grant applications with faculty serving as ad hoc reviewers. Our efforts are also focused on building a vibrant community of scholars that collaborate to address complex public health problems.

We offered pilot seed grant funding to provide incentives for collaboration. Three teams of faculty in the College submitted proposals and successfully received OSU General Research Fund awards (2011-12) to facilitate pilot data collection in preparation of submission of a full proposal to a federal agency including: Facilitators and Barriers to Healthy Living in Oregon: Perspectives from American Indian and Latino Adults (PI: Carolyn Mendez-Luck); Identification of Genetic Mechanisms by which Sulforaphane Prevents Prostate Cancer (PI: Laura Beaver); Disaster Preparedness among Latino Households in Marion County, Oregon (PI: Jeffrey Bethel).

This year faculty continued to publish in high impact journals or journals that are well-recognized and respected in their field. Among them, Dr. Brian Flay was a contributing author and editor of Preventing Tobacco Use among Youth and Young Adults: A Report of the Surgeon General, 2012. Research by Emily Ho, Urszula Iwaniec, Molly Kile and Megan McClelland and others generated considerable interest in the media and resulted in numerous public interest media clips bringing visibility to the College and OSU.

CPHHS continued to support and facilitate undergraduate research and scholarship through the Undergraduate Research Award Program (URAP) (28 CPHHS students mentored by 18 College faculty) and CHAR LIFE Scholars Summer 2011 Research Fellowships (8 OSU students with CHAR faculty mentors). In addition 5 CPHHS faculty mentored URISC and/or HHMI students. Representatives from the College also participated on the newly formed OSU Undergraduate Research Working Group.

College Research Centers

Research priorities in **The Moore Family Center for Whole Grain Foods, Nutrition and Preventive Health (MFC)** include promoting healthy food and diets and whole food approaches for optimal health and obesity/metabolic disorders. We conducted a national/international search for the endowed director of the MFC in 2011-2012 and selected Dr. Emily Ho, an Associate Professor in the School of Biological & Population Health Sciences at OSU, for the position. A grand opening of the Moore Family Center was held on June 6, 2012, showcasing its new director and the newly renovated food and diet assessment laboratories in Milam Hall. Our search for an additional endowed Professor in the MFC is ongoing.

This year the **Center for Healthy Aging Research (CHAR)** successfully launched the NSF-IGERT doctoral training program. The program is the first IGERT in the nation to have aging as its thematic focus. Based on our external evaluators, the IGERT program is achieving its goal of training doctoral students to work in interdisciplinary research teams around key issues related to healthy aging. One student representing our IGERT at the annual national conference in Washington D.C. won an award for his poster. Other students have been invited to present their work to international research teams. Faculty members associated with the Center are actively publishing their research and some were successful in procuring external funding for their work (e.g., Odden & Iwaniec).

The Hallie E. Ford Center for Healthy Children & Families (HFC) had its grand opening on September 8, 2011 with nearly 300 people attending the celebration. The building has provided space to faculty and students to foster new collaborative interdisciplinary research proposals and articles; provide an infrastructure for existing funded research; and create partnerships beyond the university. A few highlights relate to the growing visibility of HFC in the state and nationally: (1) Denise Rennekamp provided leadership for Oregon Parenting Education Week, which included an event at the capitol building where Governor Kitzhaber signed a proclamation, and three colloquia at the Center; (2) Bobbie Weber is a member of the Governor's Early Learning Council (ELC), and Megan McClelland is making recommendations for the state's assessment tools related to Kindergarten Readiness; (3) Kathy Gunter met with First Lady Michelle Obama to discuss their overlapping interest in eliminating childhood obesity; and (4) HFC became a member of the University-Based Child and Family Policy Consortium.

Examples of Recently Funded CPHHS Research Projects with Great Promise

- The Role of Leptin in Inflammation-Induced Bone Loss is a 5 year \$1.6 million NIH NIAMS funded study (PI: Urszula Iwaniec, Nutrition).
- PUFA Synthesis and the Control of Hepatic Metabolism is a 4 year \$1.2 million NIH NIDDK funded study (PI: Donald Jump, Nutrition).
- Modeling Optimal Strategies to Prevent Cardiovascular Outcomes in Older Adults is a 5-year \$733,880 NIH NIA funded Career Development Award (PI: Michelle Odden, Epidemiology).
- Epigenetics in Neurodevelopment and Mental Health is a 5 year subcontract \$200,301 NIH NIMH flow through; Fetal Genetic Contributions to Preeclampsia is a 2 year subcontract \$73,243 NIH NICHD flow through (PI: Andy Houseman, Biostatistics).
- Epigenetic Effects of Prenatal Arsenic Exposure and Fetal Growth is a 3 year \$326,813 NIH NIEHS Career Development Award (PI: Molly Kile, Environmental Health).
- Family Care of Older Adults with Latinos is a 2 year \$508,099 NIH NIA Career Development Award (PI: Carolyn Mendez-Luck, HDFS, HMP)
- Project LAUNCH funded by the Oregon Health Authority, a 15 month \$89,737 contract; and Oregon Community Health Assessment is a 7 month \$45,000 contract (PI: Viktor Bovbjerg, Epidemiology).
- Rural Health Aging Research Network is a 1 year \$92,257 study (PI: Turner Goins, HDFS, HMP).

IV. Outreach and Engagement including International-level Activities

Public Health and Human Sciences (PHHS) Extension Initiatives

Aligning with OSU's commitment as a land grant institution to outreach and engagement, the College is committed to strengthening outreach related to improving human health and wellness. ***To this end, the College consolidated all of its outreach and engagement programs into one organizational unit referred to as Public Health and Human Sciences (PHHS) Extension. PHHS Extension is organized around three program thrusts, each with a distinct area of emphasis. They are healthy youth, healthy families, and healthy communities and populations.*** Youth outreach includes oversight of the statewide 4-H Youth Development program that reaches 113,000 youth across the State of Oregon, an on-campus, out-of-school time (OST) program called KidSpirit, a youth voice and action program called Youth Advocates for Health, and the Health Science Wizards career mentoring program. Family outreach includes parenting education, nutrition education to SNAP-eligible families, household environmental health training, fitness classes, and the Extension Master Food Preservers (MFP) program. Outreach to communities includes support for community health assessments, public health practice improvement through service and continuing education, community engaged research, and administration of Oregon's statewide motorcycle operator endorsement program (TEAM Oregon).

The most recent addition to our College health-related outreach to communities is ***a partnership-building initiative called the Outreach Collaborative for a Healthy Oregon (OCHO)***. OCHO supports the creation and maintenance of state, regional, and community partnerships that leverage resources in a way that leads to better health outcomes for Oregonians. At the university-level, increased collaboration between the College of Public Health and Human Sciences, the College of Pharmacy, the College of Veterinary Medicine, and the world-renowned Linus Pauling Institute are yielding new efficiencies and taking promising programs to scale. Externally, budding partnerships with community colleges, the Oregon Health and Science University (OHSU), Oregon Health Authority, and industry are beginning to show promise.

Most exciting is the work of local collaborative supported by the College-funded OCHO grants. Through a competitive process, four Oregon communities received \$25,000 to support collaborative programming which addresses a community-identified health issue. At a minimum, each of these projects must include both campus and county-based faculty and a local health department. Funded projects focused on improving school lunch menus, increasing voices of Latinas in community health policy, community gardening, and rabies prevention.

Examples of CPHHS faculty high impact outreach and engagement activities

- Jeff Luck and Jangho Yoon secured funding from Oregon Health Authority to develop curriculum for a Public Health Policy Institute to train State and County Public Health practitioners.
- Contracted through Oregon Health Authority, Viktor Bovbjerg provided consultation and technical assistance to several County Health Departments, assisting in their community needs assessments.
- CPHHS hosted community presenters (Jean O'Connor, Alejandro Queral, Mitch Anderson, Sherlyn Dahl, Craig Mosbaek, Mike Bonetto) to explore ways that CPHHS can better engage their agencies. Stephanie Bernell mentored a graduate student managing the application process for Northwest Health Foundation's Healthy Eating Active Living grants.
- Marie Harvey (Program Committee Chair) organized the state's leading public health event, the 67th Annual OPHA Conference, held in conjunction with the Oregon Environmental Health Association Annual Meeting at the OSU Alumni Center. More than 450 attended.
- Laurel Kincl has been appointed the Director of the Community Outreach and Engagement Core of the NIEHS-funded Environmental Health Sciences Center.
- Anna Harding is the PI of the Community Engagement Core of the NIEHS-funded Superfund Research Center.

International Level Activities

In celebration of OSU's exchange program with Fu Jen University, Dean Bray on behalf of OSU President Ray traveled to **Taiwan** to celebrate the 50-year anniversary of Fu Jen University's re-establishment of a campus in Taiwan. During winter term the College hosted 14 visiting students from Fu Jen University, Taiwan.

Twelve MPH students participated in internships in the following countries: Uganda, Saudi Arabia, Ecuador, St. Lucia, Madrid, Nepal, New Zealand, Ethiopia, Cambodia, India, and Malawi.

Faculty international initiatives and outcomes include:

- John Molitor, Associate Professor, is lead PI on a Medical Research Council (MRC) grant which involves the development of multi-pollutant modeling techniques which are being applied to analyze pollution profiles and their associated health outcomes in **Greater London**.
- Brad Cardinal, Associate Professor, published with scholars from **China** and **South Korea**, one of whom was a visiting scholar at OSU during 2010-2011. The research focuses on promotion of physical activity among various international populations (Chinese, Mexican American).
- Molly Kile, Assistant Professor, is researching the reproductive health effects of chronic arsenic exposure in **Bangladesh** as part of a NIEHS-funded career development grant award. She presented her results at two international conferences (**Dhaka, Bangladesh and Paris, France**).
- Chunhui Chi, Associate Professor, is an adjunct associate professor with the international health program at National Yang-Ming University, **Taiwan**, and serves as OSU contact with the OSU/Yang-Ming University MOU. He also collaborates with scholars at National Taichung University of Science and Technology and National Chi Nan University, both in **Taiwan**. He published with scholars from Taiwan and is researching Taiwan's National Health Insurance program.
- Bo Zhang, Assistant Professor, collaborates with scholars at Harbin University, **China** on biostatistics methodology research.
- Emily Ho, Associate Professor, collaborates with scholars at **Tohoku University, Japan** on her current work in antioxidants and dietary chemoprevention strategies.
- Laurel Kincl, Assistant Professor, collaborates with scholars at the **Centre for Research in Environmental Epidemiology, Spain** investigating exposures to chemical agents and electromagnetic fields and the risk of brain tumors.
- Anthony Veltri, Associate Professor, is conducting research with the Workplace Safety and Insurance Board in **Canada** to examine best practices and health/safety outcomes in Canada.
- Melinda Manore, Professor, was a Visiting Faculty of Nutrition and Dietetics at the University of the Sunshine Coast, Queensland, **Australia** and is a Board Member/Faculty of the International Olympic Committee Diploma in Sport Nutrition (**UK**).

V. Community and Diversity Enhancement Initiatives

Turner Goins, Associate Professor, chaired the *Diversity Improvement Workgroup that assessed underrepresented students, faculty and staff, prioritizing six underrepresented groups and making recommendations for interventions to improve representation*. The workgroup's report serves as the basis for the College plan to enhance diversity. A new College Diversity Improvement Committee will be appointed by the Dean in fall 2012 to implement the plan and to draft a Faculty and Staff Recruitment and Retention plan.

This year as in the past, each academic unit offered a baccalaureate core course in Difference, Power, and Discrimination, with typical enrollments at about 1750 each term. ***The percentage of total enrollment in the College comprised of US Minority Students has been increasing over the last five years and reached a high of 19.3% in 2011-12*** (See Appendix 3). In addition, Oregon 4-H is committed to serving vulnerable populations and more than 25,000 of the youth reached by Oregon 4-H were of Hispanic heritage.

Numerous faculty members conduct research programs addressing public health interests and needs of underrepresented populations. Examples include:

- Simon Driver - the role of physical activity to improve the health of Oregonians with disabilities.
- Megan MacDonald - motor skills and physical activity patterns of children with autism-spectrum disorders.
- Jeff Bethel - climate-related heat illness among Hispanic farm workers.
- Molly Kile - examining the effect of arsenic exposure on reproductive health outcomes in Bangladesh.
- Anna Harding - exposures related to subsistence tribal practices with the Confederated Tribes of the Umatilla Indian Reservation. The NIEHS-funded grant develops scientific capacity of tribal members.
- Turner Goins - rural gerontology, American Indian and Alaska Native aging population and health promotion, community-based participatory research with the Cherokee Indians in rural communities, physical disability among tribal elders of American Indians, and health disparities.
- Carolyn Mendez-Luck - family care of older Latinos with diabetes and elder care giving.
- Marie Harvey - sexual and reproductive health of young Latino adults living in rural communities in Oregon.

VI. Brief Assessment of Efforts

What Worked

- **Following through on our Strategic Plan and having an open and participatory process** allowed the College to engage faculty and staff in the initial drafting of the self-study document to become an accredited CPHHS. We **designed a faculty/staff-engaged process** and made significant progress on the self-study document through a comprehensive, multi-phased process with broad input and working drafts. Faculty and staff were enlisted and fully engaged in the creation, design, operations and governance of the new College.
- Providing a **New Faculty Orientation and a Peer Mentoring Program** supported and facilitated success among our new faculty to be productive during their first year and to engage with colleagues across disciplines in the College and the University to produce interdisciplinary research.
- Successful **strategic planning retreats** by the EXSS and Nutrition faculty facilitated successful planning for increased research capacity, curricular updates and expanded interdisciplinary efforts in research.
- **Our Grant writing seminar and workshop** were successful in building our research capacity. All participants will be submitting grant applications to external funders. Additional efforts to build research capacity have allowed us to bring in \$18.1M in grants and contracts a 23% increase.
- **Funding four Outreach Collaborative for Healthy Oregon (OCHO)** pilot projects successfully demonstrated and provided input for next steps in development of our Health Extension model.
- **Strategic investment in new software (SalesForce and Digital Measures)** has been critical in the management of student and faculty data required for quality improvement, performance management, and accreditation.

Major Barriers

- Inability to predict and change OSU future budgeting model in order to increase the base budget to keep up with the enrollment growth of the College and the requirements for accreditation by CEPH. To build an accredited professional school of public health often requires an infusion of funding from the state government or university in order to build out the required faculty FTE and accreditation capacity. We have been converting existing required faculty lines in non-public health areas (EXSS, Nutrition, and HDFS) to fill the required public health core FTE. This is not a sustainable model because of the increased student enrollment in all disciplines. Building a sustainable quality program requires recognized financial investment from the university. The College has made it happen in the short run, but sustainability is in question.
- Lack of university classrooms with the capacity for large classes. “Time zone” restrictions further hamper scheduling of essential course sequencing needed to graduate students on time.
- Unexpected and dramatic increase in enrollment into the undergraduate Public Health major and continuous growth in other majors placed major strain on access to courses, particularly those in the Baccalaureate Core.
- Inability to collect accurate data about graduate program concentrations using Banner and Data Warehouse for accreditation reports and evaluation of academic programs.

Areas that Need Improvement

- Increased funding and research support (GTAs and GRAs) for students, especially PhD students.
- Increase retention and four-year graduation rates of our undergraduate students by recruitment of high quality students with diverse backgrounds.
- Improved ability to track and collect needed data on our students while enrolled and after graduation for accreditation reports and graduate reviews.
- Recruitment and hiring of faculty members with diverse backgrounds.
- Inadequate research infrastructure. We needed to rescind an offer to hire Environmental Health faculty until proper HVAC system was installed meeting laboratory standards for safety and health.
- The university’s Dual Career Hiring Initiative is a positive step in the right direction in terms of attracting the best candidates, but it is still difficult to implement in a climate of scarce resources.

VII. Brief Summary of Major Faculty and Student Awards (see Appendix 2)

VIII. Brief Summary of Key Initiatives to Leverage E&G and Other Base Resources to Improve Administrative Efficiencies

- The college successfully re-organized into two Schools, three Centers and one merged extension program to gain overall efficiency of administration.
- Efficiencies were also achieved by centralizing crosscutting administrative needs in the Dean’s office (e.g., marketing, development, undergraduate advising, support for research, and IT support).
- The College worked diligently to achieve efficiencies by streamlining curricula, reducing majors/options while maintaining quality instruction and building needed programs and curricula for CPHHS.
- The tuition differential for graduate students enrolled in the MPH program will help to leverage E&G funds in the future when we are accredited to become a stand-alone program. Unfortunately, currently this increased E&G fund in differential tuition is not able to keep up with the increased shared expenses of OMPH. We are duplicating the program cost.
- The College surpassed its \$2M fund-raising goal finishing at \$2.55M raising funds to support endowed chairs and student scholarships. Members of the leadership team worked collaboratively with the foundation and participated in over 50 face-to-face donor visits during the year. Finally, the College held two dedication ceremonies that honored our most generous families for the creation of new centers.

2011-12 RESULTS AND OUTCOMES (see Appendix 3 for performance on college-level metrics)

Appendix 1

College of Public Health and Human Sciences New Faculty and Postdoctoral Scholars List (2011)

Biostatistics

Andy Houseman, Associate Professor (ScD in Biostatistics, Harvard School of Public Health; Assistant Professor of Community Health at the Medical School of Brown University); Research interests: High-dimensional latent variable models and their application to molecular epidemiology, bioinformatics and environmental exposure assessment

Bo Zhang, Assistant Professor (PhD In Statistics, University of Minnesota; Postdoctoral Fellow, NICHD, NIH); Research interests: Analysis of longitudinal clustered data, statistical methods in diagnostic medicine, analysis of high-dimensional biomarker data

Epidemiology

Michelle Odden, Assistant Professor (PhD in Epidemiology, UC Berkeley, Postdoctoral Fellow Dept. of Medicine, UC San Francisco); Research interests: Epidemiological methods and prevention of chronic disease (i.e. kidney disease and cardiovascular morbidity and mortality) and disability in elderly adults, understanding of the heterogeneity of the aging process

Jeff Bethel, Assistant Professor (PhD in Epidemiology, UC Davis, Assistant Professor at Brody School of Medicine, Dept. of Public Health, East Carolina University); Research interests: Disaster preparedness among Latino migrant and seasonal farm workers, knowledge, attitudes and practices of heat-related illness among farm workers

Environment, Safety and Health

Laurel Kincl, Assistant Professor (PhD in Occupational Safety and Ergonomics and B.S. in Bioengineering, University of Cincinnati; Research Fellow at the Center for Research in Environmental Epidemiology, Barcelona, Spain); Research interests: Occupational exposure assessment for chemicals and electromagnetic fields, measurements of musculoskeletal motion and injury risk, interventions for reducing young worker injuries

Molly Kile, Assistant Professor (ScD in Environmental Health, Harvard School of Public Health; Research Associate, Harvard School of Public Health); Research interests: Environmental epidemiology studies of arsenic-related reproductive health effects in the US and Bangladesh, evaluation of the association between DNA methylation and occupational exposure to metal-rich fine particulate matter, genome-wide association study to identify polymorphisms that confer neurodevelopment susceptibility to metal exposure in children

Health Policy and Management

Jangho Yoon, Assistant Professor (PhD in Health Policy and Administration, University of North Carolina, Chapel Hill; Assistant Professor, College of Public Health, Georgia Southern University); Research interests: Evaluate the implementation and impacts of mental health services, psychiatric bed supply, community mental health resources and jail detention among mentally-ill persons, Community social capital and obesity

Jeff Luck, Associate Professor (PhD in Public Policy, RAND Graduate School of Policy Studies, Santa Monica, CA; MBA, Finance, UCLA; Associate Professor in Health Services, School of Public Health, UCLA); Research interests:

Measuring primary care competency – linking knowledge to clinical behavior, the business case for improved care for patients with complex conditions, using local health information to promote public health, social marketing approach to implementing evidence-based practice

R. Turner Goins, Associate Professor (PhD in Gerontology, Univ. of Massachusetts, NIH Postdoctoral Fellow in Epidemiology/Gerontology, Center for the Study of Aging and Human Development, Duke University; Associate Professor in Community Medicine, West Virginia University, and Faculty of Native Elder Research Center, University of Colorado); Research interests: Rural gerontology, American Indian and Alaska Native aging population and health promotion, Community-based participatory research with the Cherokee Indians in rural communities, physical disability among tribal elders of American Indians, health disparities

Carolyn Mendez-Luck, Assistant Professor (PhD in Public Health, UCLA, Faculty Associate, UCLA Health Policy Research Center); Research interests: Family care of older Latinos with diabetes; elder care giving - a profile of caregiver health and health risks, health effects of alcohol and co-morbidity in older adults

Movement Studies in Disability

Simon Driver, Associate Professor (PhD in Adapted Physical Activity, University of Virginia; Assistant Professor in Kinesiology, University of North Texas); Research interests: Understanding of the consequences and determinants of physical activity for adults with traumatic brain injuries

Megan MacDonald, Assistant Professor (PhD in Kinesiology, University of Michigan); Research interests: Relationship of motor skills/physical activity pattern in the early social communication children with autism spectrum disorders (ASD) and/or Down Syndrome

Athletic Training and Allied Health

Marc Norcross, Assistant Professor (PhD in Human Movement Sciences with Biomechanics concentration; Assistant athletic trainer, UCLA); Research interests: Association between lower extremity energy absorption and biomechanical factors related to anterior cruciate ligament (ACL) injury

Sam Johnson, Clinical Assistant Professor (PhD in Exercise and Sport Sciences, focused on Sport Medicine, OSU; Instructor, CAATE accredited Athletic Training Education Program); Research interests: Understanding of nervous system controls and coordinates movement; Development of strategies in prevention and rehabilitation of athletic injuries and other pathologies

Family and Community Health and Nutrition

Siew Sun Wong, Assistant Professor and Extension Specialist in Nutrition (PhD in Nutrition and Epidemiology, Utah State University; Assistant Professor and Extension Specialist in Nutrition, Utah State University); Research interests: Nutrition education, including calcium intake and bone health, obesity prevention and weight management, to youth and low income families, methods of evaluation and assessment of nutrition extension programs, community, international nutrition and health disparities

Nutrition and Dietetics

Norman Hord, Associate Professor (PhD in Nutrition, Purdue University, MPH, Johns Hopkins, Associate Professor in Food and Nutrition, Michigan State University); Research interests: Modeling early events in colon carcinogenesis, role of dietary factors and adipokines; regulation of dietary nitrate and nitrite: balancing

essential physiological roles with potential health risks - *in negotiation stage of hiring process.*

Design and Human Environment

Seunghae Lee, Associate Professor (PhD in facilities Design and Management, Michigan State University; Assistant Professor in Interior Design, Purdue University); Research interests: Way-finding for the elderly and in health care facilities, design for the elderly – begin in January 2012

Postdoctoral Positions

Marit Bovbjerg (PhD in Epidemiology, School of Global Public Health, University of North Carolina); Research interests: associations between physical activity during pregnancy and cesarean birth, optimal fetal positioning and labor duration; health services research; and other aspects of reproductive epidemiology

Lynissa R. Stokes (PhD in Clinical Psychology, Boston University); Research interests: association of psychosocial risk factors including gender roles with sexual risk-taking among both HIV+ and HIV- African American women; and the relationship between self-silencing and cancer screening, proper diet and physical activity among African American women

Elif Tural (PhD in Environmental Design and Planning, Arizona State University); Research interests: Examination of the structural, contextual and resource conditions that foster or hinder success of university-based community design center in the US

Instructors and Internship Coordinator

Rachel Jensen, HDFS Instructor and Internship Coordinator (BS in sociology and anthropology from Saint Mary's College of California and MS in Social Work from Humboldt State University). Work Experience: school counselor, a family to school coordinator, and a support group facilitator; worked with parent groups, training parents in facilitation, communication skills, problem-solving skills, and leadership development; engaging community members, families, and school staff members using a community based participatory research model; as a medical social worker, helping patients to optimize their support networks; a child welfare social worker, providing case management, crisis intervention, and counseling to families individually and in multidisciplinary teams; worked with Native Americans; homeless youth, families, and children; and Hispanic youth.

Appendix 2

Faculty, Staff and Student Awards & Honors 2011-12

Faculty and Staff Awards and Honors

Faculty or Staff Recipient	Award Title	Award Level	Awarded By
Laura Beaver (Post Doc)	Diet and Cancer Research Interest Section- Poster Award winner	National	American Society of Nutrition
Alan Calvert	Silver in Best Overall Website	Global	Council for the Advancement and Support of Education (CASE)
Sandra Carlson	Distinguished Service Award	National	National Professional Association for Extension 4-H (NAE4-HA)
Chunhuei Chi	Excellence in Graduate Mentoring Award	University	OSU - Graduate School - 2012
Woody Davis	Meritorious Service Award	National	NAE4-HA
Patricia Dawson	Distinguished Service Award	Regional	Oregon Gamma Chapter /Epsilon Sigma Phi
Simon Driver	Hollis Fait Scholarly Contribution Award	National	National Consortium for Physical Education and Recreation for Individuals with Disabilities (NCPERID)
Tom Eversole	2011 Lifetime Achievement Award	State	OPHA, Oregon Public Health Association
Brian Flay	Contributing author/editor : Preventing Tobacco Use Among Youth and Young Adults: A Report of the Surgeon General, 2012	National	U.S. Department of Health and Human Services, Public Health Service, Office of the Surgeon General
Kathy Greaves	"Best Professor/Instructor"	University	OSU's <i>The Barometer</i>
Jeremy Green	Achievement in Service Award	National	NAE4-HA
Kim Hannigan	Dar Reese Excellence in Advising Award	University	OSU – University Day 2012
Emily Ho	Outstanding Researcher Award	National	American Society of Nutrition – Vitamins and Mineral Research Interest Section
Mario A. Magana	Outreach and Engagement Vice Provost Award for Excellence	Regional	4-H
Melinda Manore	2011 Distinguished Scholar Award	National	Sports, Cardiovascular, and Wellness Nutritionists (SCAN) Practice Group of the American Dietetic Association (Academy of Nutrition and Dietetics)
Kim McAlexander	Beaver Champion Award	University	OSU President's Award - University Day 2011
Ellen Smit	Faculty Research Award	University	OMPH
Carole Smith	Distinguished Service Award	National	NAE4-HA (4-H)
Joanne Sorte	D. Curtis Mumford Faculty	University	OSU – University Day 2012

	Service Award		
Claire Sponseller	Achievement in Service Award	National	NAE4-HA (4-H)
Claire Sponseller	Distinguished Service Award	National	NAE4-HA (4-H)
Alexis Walker	Felix Berardo Scholarship Award for Mentoring	National	National Council on Family Relations
JoonKoo Yun	G. Lawrence Rarick Research Award	National	National Consortium for Physical Education and Recreation for Individuals with Disabilities (NCPERID)

Student Awards and Honors

Student Recipient	Award Title	Award Level	Awarded By
Lauren Atwell	Natural Products Fellowship Awardee	National	Natural Products Foundation
Derek Becker	Travel Award	University	Graduate School
Andres Cardenas	Student Research Award	University	OMPH
Dr. Mike Bonetto (alumnus)	Keynote speaker annual OPHA conference held at OSU	State	OPHA
Alicia Dixon-Ibarra	OSU Award for Service to Persons with Disabilities	University	OSU – University Day 2012
Alicia Dixon-Ibarra	Travel Award	University	Graduate School
Brianna Duffy	Presentation Award	University	OMPH Symposium
Lauren Graebner	Award Recognized Project	University	OSU - Celebration of Undergraduate Excellence
Han-Jung Ko	Travel Award	University	Graduate School
Maria Kosma	Young Alumni Award	University	OSU
Devin Lucas	2012 NIOSH Bullard-Sherwood Research to Practice Award in the Intervention Category	National	National Institute for Occupational Safety and Health (NIOSH)
Theo Matos	Award Recognized Project	University	OSU – Celebration of Undergraduate Excellence
Karlie Moore	Travel Award	University	Graduate School
Mandi Rodriguez	Ethnic Minority and Women’s Enhancement Scholarship	National	NCAA
Bernard Roscoe	Award Recognized Project	University	OSU – Celebration of Undergraduate Excellence
Bonnie Ruder	Presentation Award	University	OMPH Symposium
Cheryl Truong	Student of the Year	University/National	National Association for Sport and Physical Education (AAHPERD)
Cheryl Truong	“HerStory” Award	University	OSU Women’s Center
Kerri Vanderbom	Travel Award	University	Graduate School
Zi Yan	Travel Award	University	Graduate School

Awarded to 12 MPH students: Conser Lapham, Darsie, Espy, Field, Hagland, Khaki, Langhoff, Little, Ranzoni, Sreniawski, Walters, and Willis	University Graduate Laurels Block Grant Scholarship	University	Graduate School
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Oregon State University
College of Public Health and Human Sciences
 Annual Academic Program Review 2011-12
 PART 1

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	% Change '10-'12
Faculty FTE													
Professional	-	-	105.1	89.7	100.0	101.2	105.7	112.8	113.8	102.4	138.7	160.5	56.7%
Non-Professional	-	-	31.0	32.7	33.9	43.5	49.7	55.5	55.7	54.7	66.4	76.1	39.1%
Total Faculty FTE	0.0	0.0	136.1	122.4	133.9	144.7	155.4	168.3	169.5	157.1	205.1	236.6	50.6%
E&G Tenured/Tenure Track	-	-	42.8	39.9	41.8	42.8	47.7	45.8	46.2	37.0	40.7	49.6	34.1%
Faculty Headcount													
Professional	-	-	129	119	136	132	138	150	139	109	147	182	67.0%
Non-Professional	-	-	34	35	37	46	53	61	62	61	72	92	50.8%
Total Faculty Headcount	0	0	163	154	173	178	191	211	201	170	219	274	61.2%
E&G Tenured/Tenure Track	-	-	44	42	43	44	49	47	46	37	42	50	35.1%
SCH (Academic Year)													
Undergraduate	0	0	81257	81790	83277	82919	80941	83660	84129	86805	91090	96871	11.6%
Lower Division	-	-	43041	44973	45545	44614	43730	43788	44864	46957	48740	51893	10.5%
Upper Division	-	-	38216	36817	37732	38305	37211	39872	39265	39848	42350	44978	12.9%
Graduate	-	-	6818	6848	6410	5964	6458	6158	6629	6454	7154	7804	20.9%
First Professional	-	-	0	0	0	0	0	0	0	0	0	0	-
Other	-	-	0	0	0	0	0	0	0	0	0	0	-
TOTAL SCH	0	0	88075	88638	89687	88883	87399	89818	90758	93259	98244	104675	12.2%
Fall Enrollment by Major													
Undergraduate	-	-	2197	2312	2334	2488	2503	2689	2730	2993	3258	3495	16.8%
Graduate	-	-	227	243	233	230	248	237	239	229	264	290	26.6%
First Professional	-	-	0	0	0	0	0	0	0	0	0	0	-
TOTAL Enrollment	0	0	2424	2555	2567	2718	2751	2926	2969	3222	3522	3785	17.5%

* The College of Health and Human Sciences was established in Fall 2002 with the merging of the College of Health and Human Performance and the College of Home Economics

Oregon State University
College of Public Health and Human Sciences
 STRATEGIC PLANNING METRICS 2011-12

PART 1

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	College Targets
Goal 1: Provide Outstanding Academic												
1.2 Invention Disclosures	1	0	1	0	2	0	1	0	1	0		
Climate for Diversity:	-	83.3%	-	-	-	-	-	-	-	-	-	
1.4 % of US Minority Students of Total Enrollment	13.6%	13.0%	13.8%	13.5%	14.1%	14.9%	16.0%	16.5%	18.3%	19.3%		
Goal 2: Improve the Teaching and Learning												
2.1 First Year Retention Rate (College/University)	72.6/ 82.2	67.3/ 77.8	69.6/ 81.7	70.7/ 81.0	70.6/ 80.8	72.8/ 79.9	78.0/ 83.0	75.9/ 84.5	68.4/ 79.7			
2.2 6-Year Graduation Rate (College/University)	-	-	n/a	n/a	-	66.4	58.3	64.0	64.2			
2.5 Seniors Participating in Student Engagement Activities (%/ Respondents)	-	86.2/ 29	90.5/ 169	-	72.3/ 184	-	-	82.0/ 137	-	-	-	
2.6 Student to Faculty FTE Ratio (Primary Majors/ Course)	31.1/ 27.5	35.2/ 30.2	31.9/ 27.8	32.2/ 27.3	29.1/ 23.9	30.5/ 25.1	30.4/ 24.5	36.1/ 27.6	42.9/ 33.3	29.4/ 23.5		

Oregon State University
College of Public Health and Human Services
 Annual Academic Program Review 2011-12

PART 2

Resources (Fiscal Year)	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	% Change '10 - '12
EBG - Initial Budget (\$)	6,989,207	7,651,980	8,028,047	8,942,443	9,575,562	10,323,618	10,861,401	11,777,805	12,146,147	12,681,256	13,636,189	15,333,182	20.9%
Total R&D Expenditures (\$)			4,737,144					10,911,031	11,942,772	5,769,441	5,530,922	FEB_2013	-
1.1 Awards from Grants and Contracts* (#) 3:1	65	67	69	74	93	100	122	86	57	81	59	66	-18.5%
Awards from Grants and Contracts (\$) 3:1	4,746,543	4,848,506	5,100,026	7,079,151	7,371,228	11,903,849	11,281,775	15,004,582	15,836,052	14,776,257	15,068,239	18,181,831	23.0%
Private Giving (\$) 3:2									3,789,702	3,763,420	9,478,681	1,008,394	-73.2%

Strategic Planning Metrics 2011-12

Goal 1. Provide Outstanding Academic Programs 2004-05 Themes: Increase research and outreach. Increase diversity.	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	College Targets 2012
1.1 Total R&D Expenditures	see APR data above										
Goal 3. Increase Revenues	see APR data above										
3.1 Awards from Grants and Contracts (# / %)	see APR data above										
3.2 Annual Private Giving	see APR data above										

* From 2000-01 to 2007-08, the number of grant/contract awards is based on the accounting transactions from the college's award index, rather than the actual number of awards received by the college.