OMPH Faculty Meeting
Friday, October 10th, 2014
9:30am - 11:30am
Collaborative Life Sciences Building
Agenda

• Introduce leadership of OMPH & the School of Public Health Initiative.
• Report out on progress & plans.
• Requests for faculty involvement.
• Faculty group conversations (See your sign-in numbers).
Welcome from the Interim Dean’s Office & the OMPH Staff

Elena Andresen, PhD
Interim Dean

Katherine Bradley, PhD, RN,
Assoc. Dean for Practice

Nancy Goldschmidt
PhD, Asst. Dean
Accreditation

Leslie McBride, PhD,
Assoc. Dean
Academic Affairs

Casey Conrad, BS,
CHES, Administrative
Assistant

Jamie Jones, MPH,
Field Experience
Coordinator

Dianna Kaady, MEd,
Executive
Assistant

Alison Schneiger, BS,
Program Coordinator
The Executive Leadership Team also adds

**Antonio Baptista,** PhD
Director, Institute of Environmental Health

**Tom Becker,** MD, PhD
Chair, Public Health & Preventive Medicine

**Sherril Gelmon,** DrPH
Coordinator Health Systems Management & Policy

**Carlos Crespo,** DrPH
Director, School of Community Health

**Paula Gubrud-Howe**
EdD, Sr. Assoc. Dean School of Nursing

**Steve Percy,** PhD
Dean CUPA
Critical Leaders for the OMPH: Track Coordinators

Biostatistics
Jodi Lapidus, PhD

Environmental Systems & Human Health
Nievita Bueno Watts, PhD

Epidemiology
Bill Lambert, PhD

Health Management & Policy
Neal Wallace, PhD

Health Promotion
Lynne Messer PhD, MPH

Primary Health Care & Health Disparities
Deb Messecar, RN, PhD, MPH
OMPH/*SPH Program. Proposed Interim Academic Structure & Leadership.  9-18-2014

* in development
## Proposed Reorganization of Committees

<table>
<thead>
<tr>
<th>This was THEN for OMPH.....</th>
<th>This is NOW (proposed)....</th>
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</thead>
<tbody>
<tr>
<td>Dean’s Oversight Council</td>
<td>Executive Leadership Council (<em>ex officio</em>)</td>
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<tr>
<td>Coordinating Council</td>
<td>(FLC) Curriculum Committee</td>
</tr>
<tr>
<td>Academic Program Committee</td>
<td>Field Experience Committee</td>
</tr>
<tr>
<td>Field Experience Subcommittee</td>
<td>Workforce Development Committee</td>
</tr>
<tr>
<td>Workforce Development Subcommittee</td>
<td>Diversity, Inclusion &amp; Cultural Competence Committee</td>
</tr>
<tr>
<td>Diversity Subcommittee</td>
<td>Student Leadership Council</td>
</tr>
<tr>
<td>Student Leadership Council</td>
<td>Alumni Committee</td>
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<tr>
<td>Alumni Subcommittee</td>
<td>SPH By Laws Committee</td>
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<tr>
<td></td>
<td>SPH Promotion &amp; Tenure</td>
</tr>
<tr>
<td></td>
<td>External Advisory Council</td>
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</tbody>
</table>
OMPH/*SPH Proposed Committee/Governance 9-18-2014

Faculty Council

External Advisory Council

Assoc. Dean Academic Affairs L. McBride

Asst. Dean Accreditation N. Goldschmidt

Assoc. Dean Practice K. Bradley

Interim Dean E. Andresen

Executive Leadership Council

Assoc. Dean Academic Affairs L. McBride

Asst. Dean Accreditation N. Goldschmidt

Assoc. Dean Practice K. Bradley

Student Leadership Council

Curriculum Committee

Diversity Committee

Field Experience Committee

Workforce Development Committee

Alumni Committee

By-laws Committee

P&T Subcommittee

*SPH in development
PhD Program Directors & 2014-2015 student census

• **Epidemiology:** Department of Public Health & Preventive Medicine. Director: Carrie Nielson, PhD. Four new students.

• **Health Systems & Policy:** Hatfield School of Government. Directors: Sherril Gelmon, DrPH; Neal Wallace, PhD. Four continuing, 8 new, 2 grads.

• **Community Health:** School of Community Health. Director: Jason Newsom, PhD. Two new students.
Rationale for School of Public Health in Portland

- OHSU & PSU Presidents’ Initiative
- Leverage 21-year history of Oregon MPH
- OMPH reconfigured as OHSU-PSU joint program (2014)
- Strong & successful CEPH accreditation (Council on Education in Public Health) in 2014 through 2021
- National profile of academic public health: 51 Schools + 11 applicants. 110 Programs + 24 applicants.
- The OMPH & institutions profile matches strong SPHs nationally
Benefits of OHSU-PSU Collaborative

• Access to resources of two powerful, urban campuses
  – Wealth of talented faculty
  – Extensive field & research experiences
  – Contacts & networks

• Students take courses offered in other tracks

• Interact with trainees in a prominent healthcare environment in Oregon’s most diverse city

• Develop inter-professional skills across campuses needed for the workforce
Additional Features of our Training Programs in Public Health

• Online graduate certificates in public health & biostatistics

• Public health & epidemiology training in the undergraduate medical school curriculum

• Dual degrees, not offered at any other Oregon university or partnership:
  – MD/MPH, MPH/MSW & MPH/MURP
CEPH Requirements for SPH Accreditation

1. One university is the lead organization (OHSU)
2. Has minimum of 5 MPH tracks
3. Has minimum of 3 PhD programs
4. Graduates of all MPH, & one PhD program
5. Sufficient faculty for each track
   • 5.0 FTE in non-PhD tracks; 5 faculty in PhD areas
   • Minimum also at the lead university
6. Meet extensive documentation & program standards
7. Meet accreditation within 2 years of CEPH application
A few hurdles & future requests

1. **Faculty data.** We aim for easier methods to collect & update key CEPH-relevant data. *Xitracs* is coming soon & will need faculty attention.

2. **The student data system is... archaic & needed hand composing for the last accreditation.** We don’t have a fix but we hope for something modern & workable across both campuses.

3. **The SPH mission, goals, & objectives, applied to CEPH-relevant data collection:** we hope for simpler & measurable. Nancy Goldschmidt introduces these preliminary ideas.
Criteria used to review Mission, Goals, Objectives

• Is the metric relevant (mission, priorities, students, constituents)?
• Does the metric represent capacity, process, outcomes or results that can be improved?
• Is the metric clearly defined?
• Are the data easy to obtain?
• Is there a tracking or reporting system already in place? Is it easy to use?
• Can the SPH faculty, staff &/or students exercise reasonable influence over the performance?
## School of Public Health Proposed Goals

<table>
<thead>
<tr>
<th></th>
<th>Goal Statements</th>
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</table>
| 1 | **EDUCATION**  
Create excellent programs in which all graduates demonstrate attainment of program competencies. |
| 2 | **RESEARCH**  
Create excellent research opportunities for faculty & students. |
| 3 | **COMMUNITY ENGAGEMENT/SERVICE**  
Meet Oregon’s public health workforce needs for training, service & applied research. |
| 4 | **DIVERSITY**  
Enhance diversity & foster a culture of inclusion & cultural competence in the School & public health workforce. |
| 5 | **INFRASTRUCTURE**  
Sustain an infrastructure that ensures a collaborative, innovative & accredited school of public health. |
## Mission, Goals, Objectives for CEPH

<table>
<thead>
<tr>
<th>Objective</th>
<th>Objectives</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 EDUCATION</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>2 RESEARCH</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>3 COMMUNITY ENGAGEMENT &amp; SERVICE</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>4 DIVERSITY</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>5 INFRASTRUCTURE</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>21</strong></td>
<td><strong>56</strong></td>
</tr>
</tbody>
</table>
**Goal 1.** Create excellent programs in which all graduates demonstrate attainment of program competencies.

<table>
<thead>
<tr>
<th>Proposed Objective</th>
<th>Example Indicators</th>
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</thead>
<tbody>
<tr>
<td>Graduates demonstrate attainment of public health competencies.</td>
<td>Mean student rating of how well core courses addressed the stated competencies.</td>
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<tr>
<td></td>
<td>At least 90% of MPH graduates on their first attempt pass the credentialing examination for the Certificate in Public Health.</td>
</tr>
<tr>
<td>Ensure effective instruction, advising &amp; support for every student.</td>
<td>Mean student satisfaction with academic advising.</td>
</tr>
<tr>
<td></td>
<td>Mean course evaluation results of required MPH track courses.</td>
</tr>
<tr>
<td>Produce qualified graduates for the public health workforce.</td>
<td>% of students employed or pursuing further education within 12 months of graduation. (ASPPH survey)</td>
</tr>
</tbody>
</table>
Goal 2. Create excellent research opportunities for faculty & students.

<table>
<thead>
<tr>
<th>Proposed Objective</th>
<th>Example Annual Indicators</th>
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<tbody>
<tr>
<td>Increase external funding to support research activity.</td>
<td>Total research expenditures in dollars per FY.</td>
</tr>
<tr>
<td></td>
<td>Research expenditures per core faculty per FY.</td>
</tr>
<tr>
<td>Facilitate research collaborations</td>
<td>Number research publications with authors from two or more partners.</td>
</tr>
<tr>
<td>Increase involvement of students in faculty research &amp; scholarship</td>
<td>Number students supported on sponsored research projects.</td>
</tr>
<tr>
<td></td>
<td>Number student authors on faculty publications.</td>
</tr>
<tr>
<td>Disseminate &amp; communicate public health research findings...</td>
<td>Number peer reviewed publications per FTE core faculty.</td>
</tr>
<tr>
<td></td>
<td>Percent core faculty who present at state, national &amp;/or international meetings.</td>
</tr>
<tr>
<td></td>
<td>Number press releases about research findings included in the ASPPH Friday Newsletter.</td>
</tr>
</tbody>
</table>

Goal 4. Foster a culture of inclusion & cultural competence in the School & public health workforce.

<table>
<thead>
<tr>
<th>Proposed Objective</th>
<th>Proposed Annual Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure the teaching in the SPH incorporates principles of diversity, inclusion, cultural competence, &amp; the achievement of health equity.</td>
<td>100% tracks &amp; programs &amp; SPH providing structured opportunities related to diversity, inclusion, cultural competence or the achievement of health equity</td>
</tr>
<tr>
<td></td>
<td>Students demonstrate cultural competence</td>
</tr>
<tr>
<td>Advocate, encourage &amp; assist in conducting research &amp; obtaining funding in Health Equity, Health Disparities, Diversity, Inclusion &amp; Cultural Competence in collaboration with others.</td>
<td>Increase funding in research projects having underlying aims to improve diversity, inclusion, cultural competence, &amp; health equity.</td>
</tr>
<tr>
<td>Promote public health practice &amp; scholarship that addresses diversity, inclusion, cultural competence &amp; health equity.</td>
<td>Increase public health practice in projects that have as a major purpose improvements in health diversity, equity, &amp;/or disparities</td>
</tr>
</tbody>
</table>
OHSU-PSU School of Public Health Timeline & Hallmarks

- **Develop collaborative SPH based on OMPH**
  - May 2010

- **Brainstorming & workgroups**
  - May 2011

- **Planning Meetings Steering Committee launched**
  - June 2012

- **OMPH accreditation self-study submitted to CEPH**
  - May 2013

- **Interim SPH Dean appointed**
  - May 2014

- **Submit draft self-study**
  - December 2015

- **CEPH Accreditation Decision**
  - November 2016

- **OHSU-PSU combined 6 MPH degree programs offered through OMPH**
  - June 2014

- **Application to CEPH for SPH accreditation**
  - April 2015

- **Submit draft self-study**
  - December 2015

- **OHSU-PSU School of Public Health Timeline & Hallmarks**

- **Funding Efforts**

- **CEPH Accreditation Decision**
  - November 2016

- **Submit draft self-study**
  - December 2015
MPH Student Enrollments

• OMPH enrollments at OHSU & PSU for the current & prior 3 academic years noted below
• Plans in place to support increase in matriculation

<table>
<thead>
<tr>
<th>STATUS</th>
<th>AY 10-11</th>
<th>AY 11-12</th>
<th>AY 12-13</th>
<th>AY 13-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>249</td>
<td>180</td>
<td>218</td>
<td>239</td>
</tr>
<tr>
<td>Accepted</td>
<td>164</td>
<td>128</td>
<td>177</td>
<td>110</td>
</tr>
<tr>
<td>Matriculated</td>
<td>103</td>
<td>73</td>
<td>111</td>
<td>80</td>
</tr>
</tbody>
</table>

We joined SOPHAS in AY 2013-2014 (the national public health student application system)
System changes relevant to enrollments

• Last year was our first SOPHAS experience
  – Generally programs report increases in both applications & matriculations. We gained only the first.
  – We are learning to maximize the system & process.
  – Unclear Oregon branding? Matriculation seems to have dropped also at OSU.
  – We now synchronize early acceptances to national dates.

• We will be more aggressive in SOPHAS marketing (e.g., “virtual fairs”; regular applicant contacts)
  – Faculty-led contacts & recruitment/program contacts appear to be most successful.
  – The program office also will communicate more with interested students & applicants
Request – Help us with SOPHAS

• SOPHAS Virtual Recruiting Fair
  – Efficiently reach domestic & international candidates using cost effective live-chat technology
  – Access 1000’s of potential applicants; able to target applicants expressing interest in us
  – Set our own fair hours- offering multiple opportunities for applicants to chat with faculty experts from all programs

• Responding to applicants
Other Faculty & SPH Involvement

1. Last year’s “Affinity Groups” produced recommendations & very good questions. Deans’ office will acquire & post reports, notes, & contacts.
2. Volunteer for current committees or new ones.
3. SOPHAS “Virtual” Recruitment Fair (Nov 5th, 7th).
4. Committee sign-up lists.
5. Talk to one of the members of the leadership group.
6. Invite one or more Deans to your faculty meetings.
7. Attend PSU Senate meetings (First Monday, 3-5PM, Crammer Hall room 53).
Faculty Conversation Groups

A. Four groups: use the numbered white-boards for your notes & questions (send photo of board to Casey Conrad conradca@ohsu.edu).

B. One Leadership rep will join each group unless your group prefers otherwise.

C. Please vote for someone to “report out” at ~11AM.

D. Conversation topics:
   1. **Academic Programs** (Leslie)
   2. **Students & Recruitment** (Alison)
   3. **Faculty Affairs** (Steve)
   4. **University Cultures** (Tom & Carlos)
A few resources & notes


4. Examples of cross-campus collaborations (of many!)
   a. Rwanda: clean water & cook stoves (E Thomas@PSU) [https://www.facebook.com/media/set/?set=a.10152775023429185.107374185.107374183](https://www.facebook.com/media/set/?set=a.10152775023429185.107374185.107374183) (contact J Fink, VP Research & Strategic Partnerships PSU (503) 725-9944 jon.fink@pdx.edu)