1. A brief summary of what your College already has in place with respect to advancing and equalizing undergraduate and graduate student success.

The College of Public Health and Human Sciences (CPHHS) has a longstanding history of implementing High Impact Practices to enhance the academic success of our undergraduate and graduate students. The Provost’s Hiring Initiative provides an opportunity to build on this history and to systematically implement and evaluate a comprehensive plan designed to advance the academic success of both undergraduate and graduate students specifically through the lens of equity, inclusion and diversity. Our proposed plan for this Initiative aligns with our strategic goals and metrics that were developed during the College accreditation process and with the University Strategic Plan 3 (2014-2018) to provide a transformative educational experience for all learners.

The College of Public Health and Human Sciences currently invests significant resources to provide a menu of high impact practices in our curricular and co-curricular activities that advance and equalize undergraduate and graduate student success.

- For more than a decade, CPHHS has offered an internal funding program for undergraduate research, Undergraduate Research Apprentice Program (URAP).
- The College has invested in and is planning for the opening of our Living and Learning Community (LLC) in Fall 2014.
- Each discipline in the College offers a Writing Intensive Course program.
- Internships and practica are integral to the majors in the College of Public Health and Human Sciences and are included in the majority of the concentrations offered.
- The College has full-time Undergraduate Internship Coordinators for the BS in Public Health and BS in HDFS and a full-time MPH Internship Coordinator who oversee and facilitate the activities associated with the internships for students.
- The College has invested in two academic advisors whose focus is “First Year Experience.”
- College Extension and 4H faculty are engaged and will assist in identifying community partners who have a desire to engage students in their work.
- To explicitly address the need to increase diversity in our College, in Fall 2012 Dean Bray appointed a 10 member standing Equity, Inclusion and Diversity Committee for the CPHHS. This Committee represents faculty, staff, and students from across the College and aligns their efforts with the University’s plan.
- Our new Center for Global Health brings together faculty, students, and staff at OSU with alumni and partners around the world, to train the next generation of emerging leaders in global health and serve as a platform to connect OSU faculty, staff and students with our global partners in research, services and education.
- Although not a College resource, the Center for Latino/Latina Studies and Engagement (CL@SE), a fairly new OSU center, seeks to meet the research and outreach needs related to Oregon’s growing Latino population. We will continue our collaborations with CL@SE and assist Latino students within the College to access the supports they need to succeed at OSU.
In addition to these resources currently devoted to student success, the College has recently decided to invest in the resources needed to offer a college-wide orientation class for our approximately 400 first-year students each year. The research data is clear that student involvement in a FYE orientation class promotes success as measured on a variety of measures. The philosophy in the College has always been one of integration and cohesiveness of programs. The addition of this FYE course and the Action Plans outlined in this proposal galvanizes the student success program in the College.

The College will also provide the following resources to support the success of the new hires:

- Required DPD training to enhance their ability to assist in reaching our goals;
- Assign a senior faculty member to serve as a mentor to enhance the professional advancement and assist new tenure-track faculty in becoming more familiar with the expectations of promotion and tenure;
- Summer salary equivalent to 2.5 months for two years during the first two years of appointment to allow time to develop new courses, network with community partners, and successfully implement the research program at OSU;
- Start-up funds to cover equipment, travel, computers, software, and other teaching and research-related expenses.
- Graduate Research Assistant (GRA) at .49 FTE for two years to assist with their research program.
- Ensure adequate infrastructure and pre-award support for faculty members seeking external funding.
- CPHHS maintains a standardized annual review process based on pre-negotiated expectations, annual reviews, faculty mentoring, and a comprehensive 3-year review to encourage any needed redirection. Our new faculty hires will participate in this review process.

2. Your plans to work on your College culture/climate toward unit wide alignment with these institutional objectives. For example, will you be working on revising the Position Descriptions for most or all faculty to indicate that “student success” is the responsibility of all faculty in the College? Please provide some detail about what is happening and will happen so that new faculty will join a shared culture for achieving undergraduate and graduate student success and closing the gap on success among all demographic groups.

We know that diversity initiatives that place the responsibility of supporting students of color squarely on the shoulders of a small number of new faculty with diverse backgrounds is both unethical and ineffective. Consequently, we support assigning our current tenured faculty to implement the high impact practices that support students from underrepresented groups. New faculty hires, however, would be encouraged to immediately recruit, teach, engage, and mentor students from our College from racial and ethnic backgrounds similar to theirs.

More specifically, we propose a comprehensive strategy composed of four overlapping Actions Plans designed to advance and equalize student success in their undergraduate and graduate degree programs, while advancing equity, inclusion, and diversity. The four Action Plans include Recruit, Retain, and Sustain Diverse Students; Infuse Diversity into the Curriculum; Engage with Communities; and Grow a Global Perspective. The proposed Work Plans are targeted to increase faculty of color and faculty who are able to mentor students of color in culturally effective ways. In addition, we will provide experiential learning and high-impact practices for student success while bringing issues of equity to the forefront of student learning and engagement. We propose to develop and offer varied
opportunities for different learners to better accommodate and serve all students and influence the success of underrepresented and underserved students.

To implement these student success Action Plans, we propose to both 1) redirect current faculty efforts toward promoting excellence in learning experiences and outcomes; and 2) hire new faculty who will be directly involved in student success and the advancement of diversity. Collectively, these individuals will work together to create synergies, provide leadership and provide high impact practices that ensure access and inclusion for underrepresented students; shore up DPD program implementation to ensure that courses fulfill the true program intent; support intentional curricular design to integrate high-impact practices into student learning and to infuse diversity throughout the curriculum; and increase participation in study abroad opportunities as well as opportunities for multicultural awareness.

3. **A description of the recruitment process, which includes a discussion of how the process will take you beyond “business as usual.”** This should include plans, more generally, which will make recruitment of high quality and diverse faculty an “ongoing” priority with, for example, ongoing outreach and cultivation efforts.

Attracting a rich and deep pool of candidates will require new recruitment strategies. The strategies involve targeting recent graduates of 105 Historically Black College and Universities (HBCUs) and the 242 Hispanic Serving Institutions (HSIs) that have doctoral programs in public health and the human science. Search Committee members and faculty will intentionally reach out to faculty in these Colleges and Universities for help in disseminating the position descriptions and identifying potential applicants from their graduating students. Search Committee members will then personally contact these potential applicants.

The Search Committee Chair will have completed the Search Advocate Training and the College will arrange for a special Search Advocate Training for faculty in the CPHHS. All faculty will be encouraged to attend the training. The four redirected faculty members as well as other relevant faculty will serve on the search committees as well as an independent Search Advocate from outside of the College. To better assess candidates’ expertise/potential/interest in engaging students in experiential learning in and out of the classroom, mentoring undergraduate and graduate students, and delivering high-quality teaching, we will ask all candidates during the interview process to not only give a research seminar but also prepare for and teach a class relevant to their discipline.

4. **A set of clearly articulated metrics (with targets or goals) to assess change should be integrated into this document.** These metrics will be used for assessing progress made towards advancing student success for all, as well as for assessing progress towards closing the gap in access and success across groups of undergraduate and graduate students.

**Measures.** Our assessment plan for monitoring the success of the Action Plans from this proposal contains primary and secondary measurements. The primary measures directly assess the impact of the Action Plans detailed in this proposal. The secondary measurements are indirect in nature and provide a global assessment of student success. Collectively these measures provide a comprehensive mechanism for monitoring the overall progress being made by the College of Public Health and Human Sciences to advance student success through the lens of equity, inclusion and diversity.
Primary Measures:
1) Percent increase of enrolled undergraduate and graduate students from minority groups.
2) Percent increase in enrolled Latino undergraduate and graduate students.
3) Cultural competency of students completing the Introduction to Public Health (H100) course required of all undergraduate majors in the College that addresses the important roles of public health in addressing health disparities and the needs of vulnerable populations.
4) Percent increase of undergraduate and graduate students who participate in at least one high-impact practice prior to graduation.
5) Number of students (undergraduate and graduate) who participate in community-based research under the mentorship of a CPHHS faculty member.
6) Number of students who participate in an international study abroad program.

Secondary Measures:
1) Gap in the first year retention rate between Latino and White students.
2) Percentage of CPHHS faculty who have participated in DPD training during the previous year.
3) Percentage of International Scholars and Faculty in PHHS.
4) Gap in the 6 year graduation rate between Latino and White students.

<table>
<thead>
<tr>
<th>Table 2. Summary of a Relevant Set of Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary</strong></td>
</tr>
<tr>
<td>Percent increase of enrolled undergraduate and graduate students from minority groups*</td>
</tr>
<tr>
<td>Percent increase of enrolled Latino undergraduate and graduate students*</td>
</tr>
<tr>
<td>Cultural competency of students completing Introduction to Public Health (H100)</td>
</tr>
<tr>
<td>Percent increase of undergraduate and graduate students who participate in at least one high-impact practice prior to graduation</td>
</tr>
<tr>
<td>Number of students (undergraduate and graduate) who participate in community based research under the mentorship of a CPHHS faculty member</td>
</tr>
<tr>
<td>Number of students who participate in an international study abroad program **</td>
</tr>
<tr>
<td><strong>Secondary</strong></td>
</tr>
<tr>
<td>Gap in the first year retention rate between Latino and White students***</td>
</tr>
<tr>
<td>Percentage of CPHHS faculty who have participated in DPD training during the previous year.</td>
</tr>
<tr>
<td>Percentage of International Scholars and Faculty in PHHS.</td>
</tr>
<tr>
<td>Gap in the 6 year graduation rate between Latino and White students</td>
</tr>
</tbody>
</table>
**Data Collection and Management.** Under the leadership of the Dean of our College, multiple parties collaborate to ensure the tracking and maintenance of satisfactory progress toward our College’s progress in increasing and equalizing student success. In 2012 we created and hired a full-time Accreditation and Assessment Manager. This position has primary responsibility for data collection and the management and assessment of the performance of our College against accreditation criteria for CEPH and the University. She works with College leadership on data collection strategies, management and maintenance of databases, development of surveys and other instruments, data collection and analyses, and other activities for tracking and monitoring progress toward College objectives.

5. **A Position Description (including qualifications) for all hires and for the redirected positions should also be included.** We strongly encourage you to include language for qualifications that specifically calls out evidence of commitment to student success.
   See attached

6. **Include the following short paragraph in all search documents to highlight that this search is part of a hiring initiative to advance and equalize student success.**
   See attached