

3.1 Research. The program 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.

a. Description of the program’s research activities, including policies, procedures and practices that support research and scholarly activities.

Although CEOMPH is a consortium, scholarship is encouraged and valued. The program offers incentives for collaborative research between partner institution faculty. Based upon CEPH’s suggestion in 2003, CEOMPH created the Intra-Partner Research Program (IPRP). The purpose of the program is to encourage collaborative research projects between the six partner institutions. Funding by the CEOMPH Intra-Partner Research Program enables faculty and MPH students to pursue these commitments through seed money, for a maximum \$5,000 per year. If applications are not submitted one year, than \$10,000 is awarded in the next year. A research project must be proposed by co-principal investigators from at least two of the CEOMPH partner institutions and must include financial support for one or more CEOMPH students. The proposed project must clearly indicate how it will further the mission of CEOMPH and how the researcher’s role reflects that mission. Information on the program is located on <http://mph.neomed.edu/faculty-and-staff/intra-partner-research-program>. The Governing Council recently approved the use of these funds to include travel to the annual public health combined conference in Columbus, Ohio. The latest project to be approved is “Examining Midwestern Rural and Urban Healthcare Provider Stigma Towards HIV Care” by Dr. Don Allensworth-Davies from CSU and Dr. Tania Basta from OU. The guidelines for the Intra-Partner Research Program is provided in Appendix 3.1.a.

In addition, the partner institutions have policies regarding research. Given that faculty involved in instructional roles in the CEOMPH program function at the graduate level, most are expected to maintain active programs of scholarship. While the specifics of these expectations differ somewhat across the graduate institutions, some generalities are possible. Graduate faculty members are expected to maintain active programs of focused scholarship and are expected to be interacting within their communities of scholars. It is important that the products of this scholarship be disseminated to the broader community through publications, presentations, and extramural funded research activities. Promotion and tenure criteria, while individualized and operationalized at each institution, and within each institution for each academic program, specify the need for productivity in the area of scholarship.

Each academic institution that supports and provides resources to the program has policies in place to support faculty research, including provisions to evaluate new and existing faculty based upon their research agenda, as illustrated in Table 3.1.a.

Table 3.1.a. Institution research policies

Institution	Faculty Research Policies
UA	The Office of Research Administration (ORA) facilitates faculty research by identifying funding sources, assisting in proposal development, reviewing and endorsing proposals, negotiating agreements, accepting and authorizing awards, interpreting guidelines with agency and University policies; and providing oversight and support to all areas of research compliance (including human subjects, animals, biohazards and export control). http://www3.uakron.edu/orssp/

CSU	Sponsored Programs and Research Services (SPRS) assists the CSU academic and administrative communities to meet the University's research and creative activities goals. Their mission is to responsibly promote and advance the research, scholarship and creative activity of faculty, staff, and students by helping to obtain the necessary resources through external funding and to create internal and external partnerships while providing expert advice. http://www.csuohio.edu/uored/
NEOMED	The mission of the Office of Research and Sponsored Programs (ORSP) is to support a culture of intellectual curiosity and scholarly activity on the campus and consortium. The ORSP advises and assists members of the Northeast Ohio Medical University community who are engaged in research, scholarly and creative activities. http://www.neomed.edu/research/orsp/office-of-research-and-sponsored-programs
OU	The Vice President for Research division promotes Ohio University's research mission to advance excellence in the search for new information, knowledge, understanding and creative endeavors. By managing the university's investment in scholarship and its relationships with external sponsors, including the protection and commercialization of intellectual property, the Vice President for Research staff helps advance and promote the scientific, scholarly and creative achievements of the faculty, staff and students. http://www.research.ohiou.edu/index.php?section=6
YSU	The School of Graduate Studies and Research supports the development of faculty scholarship and services as the principal point of coordination for both internally and externally funded programs at the university. It is organized into 12 interdisciplinary centers of concentration, including a Center of Human Services Development (one of two Centers housed within the Public Service Institute). http://web.yzu.edu/contentm/easy_pages/view.php?page_id=1361&sid=25&menu_id=5090

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

Faculty members are engaged in both theoretical research as well as projects that are community-based and/or practice oriented; the scope of projects is as broad as the disciplines represented by the core faculty. For instance, faculty perform research on advance care planning, infant mortality, emergency preparedness, and nutrition. Most of the research is local or national; most of the research is community-based. The program itself has not formal research agreements.

- c. A list of current research activity of all primary and secondary faculty identified in Criteria 4.1.a and 4.1.b., including amount and source of funds, for each of the last three years. These data must be presented in table format and include at least the following: a) principal investigator and faculty member's role (if not PI), b) project name, c) period of funding, d) source of funding, e) amount of total award, f) amount of current year's award, g) whether research is community based and h) whether research provides for student involvement. Distinguish projects attributed to primary faculty from those attributed to other faculty by using bold text, color or shading. Only research funding should be reported here; extramural 25 funding for service or training grants should be reported in Template 3.2.2 (funded service) and Template 3.3.1 (funded training/workforce development). See CEPH Data Template 3.1.1.

Table 3.1.d. Research Activity from July 1, 2013 to June 30, 2016

Project Name	Principal Investigator ¹ & Department (for schools) or Concentration (for programs) & % FTE time in project	Funding Source	Funding Period Start/End	Amount Total Award	Amount July 1, 2013- June 30, 2014	Amount July 1, 2014- June 30, 2015	Amount July 1, 2015- June 30, 2016	Community-Based Y/N	Student Participation Y/N
Examining Midwestern Rural and Urban Healthcare Provider Stigma Towards HIV Care	Don Allensworth-Davies, PhD, MSc	CEOMPH Intra-Partner Research Program	5/1/2015-6/30/2016	\$10,000		\$1,429	\$8,571	Yes	Yes
Development and Validation of a Scale to Assess Physician Self Efficacy for Advance Care Planning with Patients	Kristin Baughman, PhD	Department of Family & Community Medicine Research Growth and Development Funding	04/01/2014 - 12/31/2014	\$2000	\$2000			No	Yes
Professional Judgments about Advance Care Planning	Kristin Baughman, PhD	Agency for Healthcare	07/01/2014 - 06/30/2015	\$96,919		\$96,919		Yes	No

Project Name	Principal Investigator ¹ & Department (for schools) or Concentration (for programs) & % FTE time in project	Funding Source	Funding Period Start/End	Amount Total Award	Amount July 1, 2013- June 30, 2014	Amount July 1, 2014- June 30, 2015	Amount July 1, 2015- June 30, 2016	Community-Based Y/N	Student Participation Y/N
with Skilled Nursing Facility Residents		Research and Quality							
Recognizing Education for Advancing Collaborative Healthcare	John Boltri, MD Family & Community Medicine; Kristin Baughman, PhD (investigator)	USDHHS, Centers for Medicare and Medicaid Services, through The Ohio State University on behalf of the Government Resource Center	8/1/2014-7/31/2017	\$2.8 million		\$855,555	\$933,333	Yes	Yes
Building Caregiver Partnerships through Innovative Health Professions Education	Jeffery Susman, MD Family & Community Medicine; Kristen Baughman, PhD (investigator)	Arthur Vining Davis Foundation	6/1/2014 - 5/31/2017	\$200,000	\$5,555	\$66,667	\$66,667	No	No
Practice, Quality, and Retention – Interprofessional Collaborative Practice	Susan Hazelett, MS Summa Health System; Kristin Baughman, PhD (investigator)	Health Resources and Services Administration (HRSA)	7/1/2015 to 6/30/2018	\$486,491			\$243,246	No	No
Chiari Malformation	Michelle Chyatte, DrPH, MPH	Conquer Chiari Foundation	1/1/2014-6/30/2014	\$89,237	\$89,237			No	Yes
THRIVE Stark County Infant Mortality	Michelle Chyatte, DrPH, MPH	NEOMED Summer Research Program	Summer 2014	\$2,000	\$1,000	\$1,000		Yes	Yes
Enhancing public emergency preparedness using social marketing research	Nancy Meyer-Emerick, PhD	CSU Faculty Scholarship Initiative	Sept 2014- Aug 2015	\$4,500		\$4,500		Yes	Yes, but not an MPH student
Addition of a behavioral change component in public emergency preparedness	Nancy Meyer-Emerick, PhD	CSU Community Engagement Grant	Jan - May 2014	\$2,500	\$2,500			Yes	Yes, but not an MPH student

Mindfulness among veterans and nonveterans	Jennifer Pintar, PhD, MPH	Centafonti Grant	10/15/15-12/31/16	\$5000		\$5000		Yes	Yes, but not an MPH student
Safety and Efficacy of Athcar Gel in an Outpatient Dialysis Population	Rachael Pohle-Krauza, PhD, RDN/LD PI: Jane Wetzel	Questcor Pharmaceuticals	March 2014 - present	\$75000.00	\$25000	\$25000	\$25000	Yes	Yes, but not an MPH student
*Effect of Gastric Residual Volume (GRV) Threshold on Patient Outcomes	Rachael Pohle-Krauza, PhD, RDN/LD	YSU School of Graduate Studies and Research	Summer 2014 – Spring 2015	\$1900.00		\$1900		Yes	Yes, but not an MPH student
Optimizing Nutrition in Athletes: Nutrient Assessment and Intervention	Rachael Pohle-Krauza, PhD, RDN/LD	YSU School of Graduate Studies and Research	Summer 2015-Spring 2016	\$1,520			\$1,520	No	Yes, but not an MPH student
Reimbursement for Malnutrition Diagnoses and Prioritization of RDN Involvement	Rachael Pohle-Krauza, PhD, RDN/LD	YSU School of Graduate Studies and Research	Summer 2015-Spring 2016	\$1,520			\$1,520	Yes	Yes, but not an MPH student
Cognitive Processing and Sentence Comprehension in SLI	James Montgomery, Rehabilitation and Communication Sciences Alexander Sergeev, MD, PhD, MPH	NIH RO1	09/01/10 – 08/31/15	\$2.9 million	\$580,000	\$580,000	\$96,667	Yes	Yes
Ohio Minority Commission on Minority Health involving a program using the Stanford Chronic Disease Diabetes Self-Management model for the management of diabetes in the community setting.	Joan Thoman, PhD, RN, CNS, CDE --lead co-PI (summer salary) Done with Dr. Pam Rutar and Dr. Linda Wolf School of Nursing	Ohio Commission of Minority Health	4/13-8/13	\$6000	\$3000			Yes	Yes, but not MPH student

Effects of Intermittent Pneumatic Compression on Delayed Onset Muscle Soreness (DOMS) in Long Distance Runners.	Joan Thoman, PhD, RN, CNS, CDE --co-investigator Done with Dr. Ken Sparks College of Health Education and Human Performance	Normatec-Industry Funded	7/13-7/14	\$2000	\$2000			No	Yes, but not MPH student
Diversity Inclusion Engagement Grant to expand the outreach and increase diversity education and service learning for nursing students while providing much needed services and medical attention working in community agencies, homeless shelters, etc..	Joan Thoman, PhD, RN, CNS, CDE --Co-investigator Done with Dr. Linda Wolf, Dr. Joan Niederriter and Dr. David Foley School of Nursing	CSU Diversity Counsel-Internal funding	2/14-5/14	\$2,500	\$2,500			Yes	Yes, but not MPH student
Diabetes Health Sense. Comparison of interactive web sites for persons with diabetes.	Joan Thoman, PhD, RN, CNS, CDE 1 of 14 sites and served as a comparison School of Nursing	NIH	7/14-1/15	\$2,000		\$2,000		Yes	No
					\$712,792	\$1,639,970	\$1,376,524		

- d. Identification of measures by which the program may evaluate the success of its research activities, along with data regarding the program's performance against those measures for each of the last three years. For example, programs may track dollar amounts of research funding, significance of findings (eg, citation references), extent of research translation (eg, adoption by policy or statute), dissemination (eg, publications in peer-reviewed publications, presentations at professional meetings) and other indicators. See CEPH Outcome Measures Template.

Outcome	Target	2013-2014	2014-2015	2015-2016
3A. Each academic year, at least two students involved in faculty research. (NEW 2015)	At least two students involved in research.	NA	NA	Bhavan Shah Katie Coffmon ACHIEVED
3B. Each academic year, faculty research sharing via at least two webinars is presented to students. (NEW 2015)	At least two webinars per year.	NA	Don Allensworth-Davies JUST STARTED in 2015	Michelle Chyatte STILL COLLECTING DATA
3C. Each academic year, tenure-line faculty produces any combination of at three articles submitted and/or presentations at a conference. (NEW 2015)	Any combination of at three articles submitted and/or presentations at a conference per tenure-line FTE.	2013--3 of 9 NOT ACHIEVED	2014--4 of 9 NOT ACHIEVED	2015--3 of 9 NOT ACHIEVED
3D. Each academic year, research dollars per FTE tenure-line primary faculty will increase by 5%. (REVISED 2015)	5% increase in research dollars annually per FTE tenure-line primary faculty	\$610,555/9= \$67,839.44 BASELINE	\$1627,470/9= \$180,830 ACHIEVED	\$1,376,524/9= \$152,947.11 (data collection for the year is not complete)
3E. Each academic year, extramural funding will increase by 5% per primary FTE faculty. (REVISED 2015)	5% increase in extramural funding per FTE primary faculty.	\$1,337,207/11= \$121,564 BASELINE	\$3934,621/11= \$357,693 ACHIEVED	\$2,753,048/13= \$211,773 (data collection for the year is not complete)

e. Description of student involvement in research.

Students receive both training in public health research methods in coursework and opportunities to conduct research with a faculty member's oversight in order to gain additional experience.

Some of the core courses introduce all students to aspects of research. In Epidemiology in Public Health, all students learn about types of study design. Starting in 2007, all students taking the Public Health Concepts course complete the Human Subjects training and their certificates are kept on file. The Social and Behavioral Sciences in Public Health course incorporates literature

review as a major component of one of the class assignments. Public Health Research and Evaluation, a generalist track course requirement, carries the students through planning a research project.

Many students are also involved in research through their capstone projects. Students identify a project and work with a community and faculty preceptor to produce a product meaningful to public health. In some cases, a publishable paper is produced or a survey may be conducted. Although the projects vary in scope, generally the student gains knowledge in research methods. Starting with the 2008 entering class, all students are required to complete a "Capstone Project Preparation Program" which requires a literature search and investigation of project models and methodology with a faculty preceptor. Faculty members are active participants in the student research process, both by overseeing research work as well as by including students in their research projects.

Students are also encouraged to present their research in the student sessions of the Public Health Combined Conference. The program works with the Ohio Public Health Association for the coordination of the combined Ohio public health associations' conference, held in May of each year. CEOMPH students and faculty have served as presenters at these conferences, and the program sponsors students to attend this statewide meeting each year. CEOMPH students, as well as other health professions students, participate in these activities. The CEOMPH program director is the chair of the OPHA Academic Section and coordinates presentation opportunities for MPH students across Ohio.

Program-wide emails are sent to all students when the Intra-Partner Research Program opportunity becomes available. Other opportunities may be offered to all MPH students or campus-specific students. The table below shows the student involvement in faculty research and the title of the project reported for the last three years.

When research opportunities become available, students are notified through email. Students may register for independent study or practicum if they participate (depending on whether or not the project is community-based). For example, one student did a survey assessment in Carroll County to determine resident perception of healthcare access, based on a health commissioner request.

Finally, the CEOMPH Intra-Partner Research Program offers faculty and MPH students to do a research project. The research project must not only include investigators from at least two of the CEOMPH partner institutions, it must also include support for one or more CEOMPH students.

a. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met with commentary. CEOMPH pursues an active research program consistent with its mission. However, it is difficult to collect complete data on all research and scholarly work. Also, the program does not have control on dictating faculty research goals.

Strengths: The program has many faculty that are able to obtain research funding and publish and present scholarly work. Students have many opportunities to present their scholarly work.

Weaknesses: The program usually requests faculty data at the end of each year; however, not all faculty turn in data on their scholarly work and research funding. Therefore, the numbers tend to be underestimated. Also, faculty are guided by their home university departments on their research. The program cannot dictate, for example, that research be community-based. Also, departmental students may take research positions, rather than MPH students.

Plan: The program will continue to encourage faculty to seek out community-based opportunities and offer positions to MPH students. In addition, the program will try to work with university departments to collect faculty research and scholarly work data.