Pacific University
College of Health Professions
State of the College
2014-2015
Ann E. Barr-Gillespie, DPT, PhD
Vice Provost and Executive Dean
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Pacific University Mission

A diverse and sustainable community dedicated to discovery and excellence in teaching, scholarship and practice, Pacific University inspires students to think, care, create and pursue justice in our world
Pacific University’s College of Health Professions is dedicated to preparing leaders in innovative healthcare for a diverse global community.

The College of Health Professions aspires to excellence and sustainability in interprofessional scholarship, education, and practice to create models of person-centered healthcare.

We enact, uphold, and advance in all aspects of healthcare education, practice, service, and scholarship: Diversity of People and Ideas, Ethical and Professional Principles, Health Equity, Professional and Public Advocacy, and Community Health and Wellness.
CHP Strategic Objectives

- Leadership in healthcare education and advocacy
- Innovation through interprofessional education, practice and scholarship
- Diversity outreach and infusion
- Community participation and service
Strategic Plan Progress 2014-2015
Leadership: Healthcare Education

✅ Seek national continuing education provider status/professional CE approval

- Athletic Training
- Physician Assistant
- Dental Hygiene
- Audiology
- Optometry
  (Interprofessional course)
Strategic Plan Progress 2014-2015

Leadership: Healthcare Education

- PhD in Education and Leadership: a collaborative program with the College of Education that prepares future higher education leaders in health professions and education

✅ Develop post-professional education programs of advanced study
Strategic Plan Progress 2014-2015

Leadership: Advocacy

- Create and manage a database to track and make available publications, research interests and outreach programs to faculty, staff and members of our community in an easily accessible manner.

- Annual CHP Curriculum Vitae
- Pacific Authors Celebration
- Common Knowledge
- Health and Interprofessional Practice
- Pacific University Press

College of Health Professions: Preparing leaders in innovative healthcare for a diverse global community
Strategic Plan Progress 2014-2015

Innovation: Interprofessional Education and Practice

- Create a position dedicated to the development, coordination and management of our interprofessional program
- Develop an IP clinical elective on campus for the students
- Establish formal clinical rotations for students participating in CCOs

- Sue Stein, Associate Dean of CHP and Director of the PIPER
- Expansion of Pacific Psychology and Comprehensive Health Clinic to include Hillsboro
- Co-Faculty supporting clinical education at Vernonia Clinic: Dental Hygiene, Pharmacy, Physician Assistant
Interprofessional Education at Pacific

- Interprofessional Case Conferences
- Concentration in Interprofessional Education

Transgender

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>DHS</th>
<th>SPP</th>
<th>OT</th>
<th>SLP</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>22</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Approved</td>
<td>16</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>19</td>
</tr>
</tbody>
</table>
Strategic Plan Progress 2014-2015

Innovation: Interprofessional Scholarship

- Provide development opportunities to advance IP scholarship
  - Conferences: AACP/AFCP, AOTA, APA, ASAHP, CAPCSD, CUGH, OSHSP

- Encourage dissemination through sharing research across and beyond CHP and Pacific U
  - CHP Seminar Series
  - Peer-Reviewed Publications (See CHP CV 2014-2015)
  - HRSA PCTE Grant: Collaboration with VGMHC

Faculty Development

Teaching Training

5 MINUTE TEACHING DEVELOPMENT

Promotion and Tenure or Extended Term Support

Mentoring

<table>
<thead>
<tr>
<th>CHP Faculty Development 2014-2015AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Mentoring Meetings</td>
</tr>
<tr>
<td>Promotion &amp; Tenure/Extended Term Trainings</td>
</tr>
<tr>
<td>Teaching Trainings</td>
</tr>
</tbody>
</table>
Strategic Plan Progress 2014-2015

Diversity: Outreach and Infusion

- Develop CHP services, policies, and statements that focus on diversity, equity, and affirmative action and make information easily accessible on the website
  - Diversity Task Force and Moodle Site

- Survey students to assess current climate related to diversity
  - SPP student project to examine Pacific University graduate and professional students' experiences and perceptions of campus climate (Independent Study Project)
Strategic Plan Progress 2014-2015

Community: Participation

- Add at least 5 CHP co-faculty positions by 2020
- Establish a mentoring program that engages established faculty researchers to assist aspiring faculty researchers

- 1 Dental Hygiene-VGMHC
- 3 Physician Assistant-VGMHC, VC, and WHFW
- 1 Pharmacy-VGMHC

- Grant proposal support through University Office of research
- Mock grant review panel
- Director of University Compliance and Manager of Research Compliance
- Reorganization of University Office of Scholarship and Sponsored Projects—opened search for new Director

VGMHC = Virginia Garcia Memorial Health Center; VC = Vernonia Clinic; WHFW= Willamette Heart & Family Wellness
Strategic Plan Progress 2014-2015

Community: Service

- Grow and diversify existing practice programs to fulfill unmet community needs
- Establish plans for new practice programs based on community needs assessments and continuous clinical and education outcomes evaluations

Pacific Psychology and Comprehensive Health Clinic
- Returning Veterans Program (SPP-PCH)
- Police Support for Community Mental Health Services in Hillsboro
- SPP-LifeWorks NW Internship
- Pacific Psychology and Comprehensive Health Clinic-Legacy Health Transgender Evaluations

http://www.pacificu.edu/our-resources/clinics/pacific-psychology-comprehensive-health-clinic
Pacific University CHP Academics

- School of Audiology: AuD
- School of Dental Hygiene Studies: BSDH
- School of Healthcare Administration & Leadership: MHA, HCC, Gero, BHS
- School of Occupational Therapy: OTD
- School of Pharmacy: PharmD, PGY Residencies
- School of Physical Therapy: DPT, MSAT
- School of Physician Assistant Studies: MS PAS
- School of Professional Psychology: PsyD, MS/MA APS, PhD Clinical Psych, Doctoral Internship; Post-doctoral Residency

College of Health Professions: Preparing leaders in innovative healthcare for a diverse global community

March 16, 2016; Slide 16
College of Health Professions: Preparing leaders in innovative healthcare for a diverse global community

March 16, 2016; Slide 17
Enrollment Trend by CHP Schools

College of Health Professions: Preparing leaders in innovative healthcare for a diverse global community

Source: Fall Census Enrollment Reports over the most recent 14 years.

March 16, 2016; Slide 18
Fall 2014 Student Age by School

Average Age of Student by Program (with Min and Max).

<table>
<thead>
<tr>
<th>Program</th>
<th>Avg. age</th>
<th>Min</th>
<th>Max</th>
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</thead>
<tbody>
<tr>
<td>AUD</td>
<td>27.3</td>
<td>22</td>
<td>27.3</td>
</tr>
<tr>
<td>DHYG</td>
<td>24.8</td>
<td>20</td>
<td>24.8</td>
</tr>
<tr>
<td>Hlth Admin</td>
<td>32.7</td>
<td>22</td>
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<tr>
<td>OT</td>
<td>29.5</td>
<td>21</td>
<td>29.5</td>
</tr>
<tr>
<td>PA Studies</td>
<td>28.9</td>
<td>22</td>
<td>28.9</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>26.8</td>
<td>20</td>
<td>26.8</td>
</tr>
<tr>
<td>Prof Psy</td>
<td>28.6</td>
<td>20</td>
<td>28.6</td>
</tr>
<tr>
<td>PT</td>
<td>25.9</td>
<td>22</td>
<td>25.9</td>
</tr>
<tr>
<td>CHP - All</td>
<td>27.8</td>
<td>20</td>
<td>27.8</td>
</tr>
</tbody>
</table>

Source: Registrar’s Fall Enrollment Report, Fall 2014.

College of Health Professions: Preparing leaders in innovative healthcare for a diverse global community

March 16, 2016; Slide 19
Student Sex by School

College of Health Professions: Preparing leaders in innovative healthcare for a diverse global community

Source: Fall Census Enrollment Report, Fall 2014.

March 16, 2016; Slide 20
# Student Race and Ethnicity by School

## CHP - All

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>18%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>2%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Island</td>
<td>1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5%</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>1%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>7%</td>
</tr>
<tr>
<td>White</td>
<td>63%</td>
</tr>
</tbody>
</table>

## by School or Program in CHP

<table>
<thead>
<tr>
<th>Program</th>
<th>American Indian</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Hawaiian/Pacific Island</th>
<th>Hispanic</th>
<th>Non-Resident Alien</th>
<th>Two or More Races</th>
<th>Unknown</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUD</td>
<td>8%</td>
<td>2%</td>
<td>8%</td>
<td>6%</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
<td>72%</td>
</tr>
<tr>
<td>DHYG</td>
<td>21%</td>
<td>3%</td>
<td>5%</td>
<td>6%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td></td>
<td>61%</td>
</tr>
<tr>
<td>HLth Admin</td>
<td>2%</td>
<td>15%</td>
<td>5%</td>
<td>7%</td>
<td>2%</td>
<td>2%</td>
<td>11%</td>
<td></td>
<td>56%</td>
</tr>
<tr>
<td>OT</td>
<td>11%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
<td>3%</td>
<td></td>
<td></td>
<td>79%</td>
</tr>
<tr>
<td>PA Studies</td>
<td>13%</td>
<td>2%</td>
<td>1%</td>
<td>3%</td>
<td>6%</td>
<td>5%</td>
<td></td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>Pharm</td>
<td>45%</td>
<td>2%</td>
<td>1%</td>
<td>5%</td>
<td>1%</td>
<td>0%</td>
<td>3%</td>
<td></td>
<td>43%</td>
</tr>
<tr>
<td>Prof Psy</td>
<td>1%</td>
<td>6%</td>
<td>2%</td>
<td>1%</td>
<td>7%</td>
<td>1%</td>
<td>3%</td>
<td>12%</td>
<td>69%</td>
</tr>
<tr>
<td>PT</td>
<td>1%</td>
<td>6%</td>
<td>1%</td>
<td>1%</td>
<td>5%</td>
<td>3%</td>
<td>9%</td>
<td></td>
<td>75%</td>
</tr>
</tbody>
</table>

Source: Fall Census Enrollment Report, Fall 2014

March 16, 2016; Slide 21

College of Health Professions: Preparing leaders in innovative healthcare for a diverse global community

Pacific University Oregon
Count of Degrees among 2014-15 Graduates by Level and College

College of Health Professions: Preparing leaders in innovative healthcare for a diverse global community

Source: Student records system. Program completions is not a unique count as multiple majors, minors, and degrees are included. Includes graduation dates between July 1, 2014 and June 30, 2015

March 16, 2016; Slide 22
## Count of Degrees among 2014-15 Graduates

### Graduate
- College of Arts and Sciences: Writing (48 degrees)
- College of Business: Business (11 degrees)
- College of Education: Education (68 degrees), Communication Sciences.. (35 degrees)
- College of Health Professions: Healthcare Administration (22 degrees), Occupational Therapy (7 degrees), Pharmacy (48 degrees), Physical Therapy (46 degrees), Physician Assistant (94 degrees), Professional Psychology (130 degrees)
- College of Optometry: Optometry (91 degrees)

### Undergraduate
- College of Arts and Sciences: Arts & Humanities
  - Media Arts (17 degrees)
  - English (16 degrees)
  - World Languages & Literatures (15 degrees)
  - Art (9 degrees)
  - Theatre and Dance (5 degrees)
  - Music (5 degrees)
  - Philosophy (3 degrees)

  - Natural Science
    - Exercise Science (43 degrees)
    - Biology (41 degrees)
    - Chemistry (15 degrees)
    - Environmental Studies (14 degrees)
    - Physics (5 degrees)
    - Mathematics (5 degrees)
    - General Science (4 degrees)
    - Computer Science (3 degrees)
    - Bioinformatics (2 degrees)

  - Social Science
    - Public Health (27 degrees)
    - Sociology & Anthropology (20 degrees)
    - Psychology (19 degrees)
    - Politics & Government (13 degrees)
    - History (11 degrees)
    - Environmental Studies-SS (2 degrees)
    - Economics (2 degrees)
    - International Studies (1 degree)

- College of Business: Business Admin (49 degrees)
- College of Education: Education (13 degrees)
- College of Health Professions: Dental Hygiene Studies (32 degrees)

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**Source:** Student record system. Program completions is not a unique count as multiple majors, minors, and degrees are included. Includes graduation dates between July 1, 2014 and June 30, 2015.

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March 16, 2016; Slide 23
Fall 2014 CHP Employees by Position

<table>
<thead>
<tr>
<th>Position</th>
<th>Full-Time Headcount</th>
<th>Part-Time Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>104</td>
<td>46</td>
</tr>
<tr>
<td>Management</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Other professionals (support)</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Office and administrative support</td>
<td>29</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Full-Time</strong></td>
<td><strong>154</strong></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Other professionals (support)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Office and administrative support</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total Part-Time</strong></td>
<td><strong>47</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>201</strong></td>
<td></td>
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</table>

Source: IPEDS HR Survey 2014. Excludes graduate assistants.
## Race and Ethnicity of Full- and Part-time Faculty and Staff

<table>
<thead>
<tr>
<th>Category</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
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</tr>
<tr>
<td>White</td>
<td>97</td>
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<td></td>
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<tr>
<td><strong>Total Full-time Faculty</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Part-time</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>4</td>
<td></td>
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</tr>
<tr>
<td>Hispanic or Latino</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
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<td></td>
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</tr>
<tr>
<td>White</td>
<td>39</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Part-time Faculty</strong></td>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Staff</strong></td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Part-time</strong></td>
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<td></td>
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</tr>
<tr>
<td>White</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHP 2014-2015 Faculty Profile

**Faculty by Rank**

- Professor: 25
- Associate Professor: 42
- Assistant Professor: 50
- Instructor: 6

**Faculty by Appointment**

- Tenured: 50
- Extended Term: 15
- Tenure Track: 23
- Extended Term Track: 30
- Term: 5
CHP 2014-2015 Faculty Profile

• Effective AY 2015-2016
  – 7 Granted Tenure
  – 4 Granted Extended Term
  – 7 Granted Promotion from Assistant to Associate Professor
  – 2 Granted Faculty Emeritus

Source: CHP Personnel Profile, 2015
CHP Total Revenue: $39.2 M (*+$2M)

- Tuition: 93.4% (*-0.9%)
- Fees: 1.3% (*NC)
- Gifts: 0.6% (*+0.3%)
- Grants and Contracts: 1.9% (*-0.1%)
- Clinic: 1.3% (*NC)
- Other (Co-Fac; Pro; Pkg): 1.0% (*+0.2%)

*Compared to previous year, NC = no change

Sources: CHP Year End Budget Results, August 2015; Office of Scholarship and Sponsored Projects, February 2016
CHP Expenses\textsuperscript{§}: $28.1 M (*+$2.1M)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payroll</td>
<td>68.2%</td>
<td>(+.4%)</td>
</tr>
<tr>
<td>Mortgage/Rent</td>
<td>13.3%</td>
<td>(-3.6%)</td>
</tr>
<tr>
<td>Grant Exp (Direct + IDC)</td>
<td>2.2%</td>
<td>(-.4%)</td>
</tr>
<tr>
<td>Budget Pool</td>
<td>7.3%</td>
<td>(+.7%)</td>
</tr>
<tr>
<td>Capital Equipment</td>
<td>0.6%</td>
<td>(-.7%)</td>
</tr>
<tr>
<td>Capital Projects (CH 2-5)</td>
<td>4.6%</td>
<td>(+3.8%)</td>
</tr>
<tr>
<td>Other (Consult; Res; Cont)</td>
<td>3.8%</td>
<td>(-.2%)</td>
</tr>
</tbody>
</table>

\textsuperscript{§}Does not include administrative and facilities overhead other than mortgage/lease

*Compared to previous year

Sources: CHP Year End Budget Results, August 2015; Pacific Business Office, March 2016
Gifts 2014-2015

- Gifts to the College: $180K (↑$84K*)
  - Donors 248(↑37*)
  - Gifts 876(↑59*)
  - Scholarships/support to students: $116K (↑$44K*)
  - Excellence Funds: $64K (↑$40K*)

*Compared to previous year

Source: University Advancement Report, “FY15 Gifts to all CHP Funds”, February 2016;
CHP 2010-2015 External Grants & Contracts

$.98M Awarded in 2014-2015

- HRSA: $.2M
- NIH: $.48M
- State/County: $.13M
- CDC: $.04M
- Foundations: $.13M

Sources: University Advancement Report, “FY15 Gifts to CHP”; Office of Scholarship and Sponsored Projects, NSF HERD Data February 2016; CHP State of the College Archives
Pacific 2014-2015 New Grant Applications

$5.7M in New Grant Proposals by CHP in 2014-2015

• $.76M Awarded
• $2.97M Pending

Sources: Office of Scholarship and Sponsored Projects, Grants Database FY 15, August 31, 2015
CHP Programs: A Record of Excellence

- **School of Audiology**
  - Inaugural AuD Class of 2015 **Praxis Examination, 100% pass rate** (16 test takers/18 graduates)
  - Inaugural Class of 2015 **Employment Rate Within 4 Months of Graduation, 89%**

- **School of Healthcare Administration and Leadership**
  - MHA Class of 2015 **Job placement rate at graduation, 78%** (National, 67%)

- **School of Dental Hygiene Studies**
  - Class of 2015 **National Board Examination, 100% overall pass rate**
  - Class of 2015 **WREB Local Anesthesia Examination, 100% first time pass rate** (both written and clinical)

- **School of Occupational Therapy**
  - Class of 2015 **National Board of Certification Examination, 100% first time pass rate**
CHP Programs: A Record of Excellence

• **School of Pharmacy**
  – Class of 2015 NAPLEX *first time pass rate* 94% (National 93%)
  – Class of 2015 Residency *match rate* 67% (National 65%)

• **School of Physical Therapy**
  – DPT Class of 2015 NPTE *first time pass rate*, 100%
  – DPT Class of 2015 *employment rate*, 100%
  – Inaugural MSAT Class of 2015 NCE *first time pass rate*, 100%

• **School of Physician Assistant Studies**
  – Class of 2015 Board Examination, 100% *first time pass rate* (National, 93%)

• **School of Professional Psychology**
  – Class of 2015 Internship Match Rate, 93% (National, 89%)
  – MA Program in Counseling Psychology Class of 2015 (final cohort) National Counselor Examination *pass rate*, 100%
CHP Accomplishments 2014-2015

• Faculty and Students Authored or Co-authored 70 Peer-Reviewed Articles
• Faculty Authored, Edited or Co-edited 3 Books
• Faculty Authored/Co-authored 12 Book Chapters
• Faculty and Students Delivered >250 Abstracts, Posters and Major Presentations
• CHP Delivered/Sponsored 25 Professional CE Courses
• Faculty Completed 4 Sabbatical Projects
• Staff members Served in 26 positions on 11 University Committees; and in 13 positions on 12 School or College Committees (e.g., Staff Senate, Diversity, Health and Safety, Judicial Oversight Subcommittee, Honors and Awards, etc.)

CHP Accomplishments 2014-2015

• Teaching Innovations
  – Concentration in Interprofessional Education Awarded
  – First AuD Class Graduated
  – First MS AT Class Graduated
  – First BHS Class Graduated
  – First APS Cohort accepted
  – Partnerships for clinical/experiential/fieldwork training (NCNM, Co-faculty)
  – BSDH 2+2 curriculum with Pacific College of Arts and Sciences

• Honors and Awards
  – Eighteen faculty members received awards or honorable mention for leadership, scholarship, or teaching
  – Four faculty members received advanced certification or specialization
  – Two faculty members received invitations to make keynote presentations

• Student Services
  – Held Summit for Hillsboro Student Services
  – Developed a plan for Student Services Expansion

College of Health Professions: Preparing leaders in innovative healthcare for a diverse global community


March 16, 2016; Slide 36
CHP Accomplishments 2014-2015

• Exemplary Community and Professional Service
  – *CHP faculty and staff play leadership roles in community and professional organizations*
  – *CHP faculty serve as peer reviewers of literature, grants, texts and abstracts*
  – *CHP faculty and staff advocate locally and nationally in legislative affairs*
  – *CHP faculty participate as accreditation team site visitors nationally and internationally*

• People to Support Growth
  – *Added 5 FT Faculty Positions*
  – *Added 1 FT Staff Position*
  – *Welcomed the new Director of the School of Physician Assistant Studies*

• Capital Projects to Support Growth
  – *Renovations to support teaching and practice: Portland IP Clinic, Classroom and Teaching Lab facilities for PA, PHARM and PT*
  – *Additional proposals for future projects (Pharmacy Research Facilities, Food Service Area)*

Source: CHP Faculty Accomplishments 2014-2015; IPEDS HR Survey, 2014
Accreditation Milestones 2014-2015

• Dental Hygiene: Approval without reporting requirements until 2021
• Occupational Therapy: Status of Accreditation for a period of 7 years until 2021/2022
• Athletic Training: Granted 5 years of initial accreditation, until 2019-2020
• Pharmacy: Accreditation term granted until 2022-2023
• Self study reports submitted for Doctor of Physical Therapy and Doctor of Psychology for site visits in Fall of 2015
Future Focus

• Increasing and Improving Student Services
  – Feedback from Accreditation Reviews
  – Input from the Hillsboro Student Services Summit

• Increase Opportunities for IP Practice, Education and Research
  – HRSA training grants to study IP clinical education

• Program Growth to Meet Societal Needs
  – Training Future Scholars and Educators

• Capital Projects to Support Program Growth
  – Collaboration with COO for Capital Fundraising

• Community and Global Connections
  – Educational and Healthcare Partners (VGMHC, Tuality, OHSU)
  – Universidad Latina Costa Rica
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