**HCRC 2025 Annual Conference**
**October 28–30, 2025**
**Meeting Location:** Residence Inn, 100 Deer St, Portsmouth, NH 03801

| **MEMBER LISTING** | |
|---|---|
| **Makenzie Barr-Porter**<br>makenzie.barr@uky.edu<br>**Alison Gustafson**<br>alison.gustafson@uky.edu<br>**Sara Maksi** sara.maksi@uky.edu<br>University of Kentucky, KY | **Erin McKinley** EMcKinley@agcenter.lsu.edu<br>Louisiana State University, LA<br>Student: Amanda C. |
| **Carol Byrd-Bredbenner**<br>bredbenner@sebs.rutgers.edu<br>Rutgers University, NJ | **Jade McNamara** jade.mcnamara@maine.edu<br>University of Maine, ME<br>Student: Amelia |
| **Onikia Brown** onb0001@auburn.edu<br>Auburn University, AL | **Jesse Stabile Morrell** jesse.morrell@unh.edu<br>University of New Hampshire, NH |
| **Sarah Colby** scolby1@utk.edu<br>**Kristin Riggsbee** kolmstea@utk.edu<br>University of Tennessee, TN<br>Students: Shovon, Marissa, Sam | **Rahel Mathews** rahel.mathews@msstate.edu<br>**Renee Snyder** krs402@msstate.edu<br>**Meng Yang** my397@msstate.edu Mississippi State University, MS |
| **Lisa Franzen-Castle** lfranzen2@unl.edu<br>University of Nebraska-Lincoln, NE | **Melissa Olfert** melissa.olfert@mail.wvu.edu<br>West Virginia University, WV |
| **Jaapna Dhillon** jdhillon@missouri.edu<br>University of Missouri-Columbia, MO | **Beth Racine** beth.racine@ag.tamu.edu;<br>**Stephanie Rogus**<br>stephanie.rogus@ag.tamu.edu<br>**Sumathi Venkatesh**<br>sumathi.venkatesh@ag.tamu.edu<br>Texas A&M, TX<br>Research Assistant: Stacy Fandetti |
| **Geoffrey Greene** ggreene@uri.edu<br>**Kathleen Melanson** kmelanson@uri.edu<br>University of Rhode Island, RI<br>Student: Beth Carlton | **Pablo Torres Aguilar** pctorres@illinois.edu<br>University of Illinois |
| **Irene Hatsu** hatsu.1@osu.edu<br>The Ohio State University, OH | |
| **Priscilla Brenes** pbrenes@ksu.edu<br>Kansas State University, KS | HCRC Listserv: HCRC-NC1193@LSV.UKY.EDU<br>HCRC & NIMSS Sites:<br>https://mycourses.unh.edu/courses/76275<br>www.nimss.org |

**Agenda Items – Meeting Day 1 (8:30 a.m.- 4:30 p.m. EST)**
**Tuesday, October 28, 2025 - Residence Inn Meeting Rooms**

**Members present (in-person only):** Carol Byrd-Bredbenner, Kristin Riggsbee, Jaapna Dhillon, Geoffrey Greene, Kathleen Melanson, Irene Hatsu, Priscilla Brenes, Erin McKinley, Jade McNamara, Jesse Stabile Morrell, Rahel Mathews, Renee Snyder, Meng Yang, Stephanie Rogus, Sumathi Venkatesh, Pablo Torres Aguilar (students present: Amelia Sullivan and Emma (ME), Beth Carlton (RI))

**7:30A – 8:30A, Breakfast**

**8:30A – 9:00A, Welcome & Icebreaker (Kristin Riggsbee & Amelia Sullivan)**
Kristin and Amelia led the group in an icebreaker that involved each participant answering questions about themselves.

**9:00A - 11:30A, Introductions & State Reports**
Kristin (TN) Extension Specialist, Food Preservation

- Cluster hire is being advertised for nutrition security; Community nutrition is being separated from biochemistry and integrated with Public Health. Looking to open Public Health Research/Teaching professor in the next year.

Pablo (IL) Research interest is food security outside of the US. RD, teaches Nutrition.

- No new positions

Irene (OH) Extension and Teaching

- Dean has left/let go; Chair of her dept will take over, interim. No new hires due to financial situation. New Provost (from Emory). Irene has an RO1 grant with NIH working with immigrant populations focus on nutrition and mental health, cardiovascular health.

Priscilla (KS)

- College of Health and Human Sciences departments have re-organized to 3 Schools: School of Consumer Sciences; Human Sciences; a School of Health Sciences (to Program of Food & Nutrition). Three professors have left; instructor hired; hiring freeze; Extension has also been moved out of Office of Engagement.

Erin McKinley (LA)

- Position open (Assistant/Associate Professor) which is closing this week to run flavors of health program to replace SNAP-Ed; New tenure track position opening in Spring, teaching mostly. Administrative changes at LSU including President and Provost. DPD student numbers are up and Doctoral numbers are up. Governor has signed 150 million for SNAP.

Jade (ME)

- Professors are retiring within the next two years. Two admin positions have also left. FS & N new positions are being formulated but nothing approved. Dietetic Internship is being changed to online program and also has an interim director. Online tuition rate is less expensive, and the program has revitalized. DPD also has an accelerated program for juniors. Great place to work/low cost of living. GRAs are available for Masters and PhD students. Lots of changes right now.

Beth, Sumathi, Stephanie (TX)

- Beth is supervising faculty; Sumathi (new) chronic disease extension diabetes/culinary medicine and heart disease. Works with a general population. Stephanie (new) is mostly extension and research; food access and food insecurity. New position opening for fully

research for basic science for soil health (how affects the nutritional value of produce) in El Paso. (these members are not teaching and are not located in College Station)

Jaapna (MO)

- Has a Division of Nutrition, Exercise Physiology, Food Science in college of Ag. She is the only Assistant Professor in Dept also in School of Medicine; Dept has offered a position to someone who received an offer from Cornell but the Dean shut it down. Assistant Professor in Nutrition position is no longer open.

Rahel, Renee, Meng (MS)

- Used to be Food Science, Nutrition and Health Promotion; have merged with Biochemistry- Now we are Biochemistry, Nutrition and Health Promotion. New Department Head; SNAP-Ed has been dissolved. Also have an accelerated program in Nutrition. Open 2 professor positions in Nutrition (lost a Full Professor and Assistant Professor). Also hired Professor of Practice for DI Director. The new structure of tuition has taken out Distance Education fees, replaced with Program Fees and College Fees. Rahel is the only person who takes PhD students for Nutrition.

Geoffrey, Kathleen, Beth (RI)

- Nutrition Behavior change and assessment; New budget model where most of the money goes to the college where the Dean portions out how the money would be applied. New Dean who is a pediatrician; new MPH program at URI is primarily online; talk about a Medical School to specialize in primary care physicians with no hospital now. New Dean is promoting self-funding for students/phasing out TAs at Masters level. New Chair is being hired.

Jesse (NH)

- Now works in the Deans Office; now the Assistant Dean College of Life Sciences and Ag; the faculty at New Hampshire do not have research programs. Cost containment is underway. New President from Washington, new Provost from RI. CFO is leaving for South Carolina Medical University. No tenure track hires are predicted. Nutrition student enrollment has decreased; MSDI will change to a FEM (Future Education Model).

Carol (Rutgers)

- LSU-admin has moved to Rutgers (5 admins). More non-tenure track positions are being hired compared to TT.

***Action item:*** Each State has to provide a report to Kristin by end of November. There is a template available which Kristin will send out.

**11:45A - 12:00P, USDA Overview/Update (Dennis Savaiano)**

Purdue: Was 39,000 students, now 55,000 students; 2300 Tenure Track professors; 60 Professors of Practice; Dennis is on his way to retirement and the Administrative Advisor Role for this Multi-State will be Jesse Morrill.

**12:00P - 1:00P, Lunch & Group Photo (Amelia Sullivan)**

**1:00 - 2:00P, Research Objective 1 (D&I) Year 5 Wrap Up (Sarah Colby)**

**Research progress and future planning:** The participants focused on reviewing the progress and outcomes of research objective one over the past five years, as the team prepares to move into the next five-year period. Participants discussed the development and dissemination of training materials and tools, including a conference and website availability, which were identified as successful components. However, challenges and areas for improvement were also highlighted,

with the conference being noted as having some issues. The team engaged in a collaborative activity to reflect on the project's achievements and setbacks, using an orange as a lifeline to assist in recalling details and fostering discussion.

**Tool Development and Marketing Challenges:** The group discussed the development and dissemination of tools, noting that not all tools were fully developed or published. They identified issues with the timing and effectiveness of a conference where the tools were promoted, with low attendance and lack of tool adoption by participants. The group acknowledged the need for better marketing, earlier tool development, and possibly charging for participation to increase engagement. They also discussed the importance of evaluating audience needs and following up with conference participants to understand why tools were not adopted.

**Project Tools Development Status Review:** The group discussed the status and future of their project, focusing on Objective 1 which involves developing and refining training and evaluation tools. They confirmed that the HCA tool development work is complete, though some audit refinement is still ongoing. The team clarified that their upcoming year's work will focus on finalizing the audit tools and preparing for their project's conclusion, rather than starting new initiatives. They also reviewed the progress of community-focused work, including focus groups and instrument development, which was paused due to COVID-19 but may resume as a pre-post study.

**2:00P - 3:30P, Research Objective 2 (HCEA) Update & Year 5 Wrap Up (Geoffrey Greene, Beth Carlton, Carol Byrd-Bredbenner, Jesse Stabile Morrell, Erin McKinley)**
Geoff and team focused on campus food environment audits, discussing the process of defining campus boundaries, organizing community teams, and selecting venues for evaluation. The team reviewed training protocols, inter-rater reliability requirements, and audit procedures, including the use of the Rutgers-developed app for data collection. They shared results from a recent audit at URI, which showed dining halls scored higher than fast food restaurants for healthy food choices and environmental support. The group discussed plans to wrap up the project by releasing the Rutgers app for broader use, while locking down the UF Canvas site, and mentioned ongoing work on audits for shelves and other facilities, with plans to submit an abstract for vending and other audits.

The team discussed the status and future of various research tools, including the Healthy Campus Index and Fresh assessment. They noted that these tools had been streamlined to improve user-friendliness and training efficiency. The group explored options for implementing and marketing the tools, considering partnerships with organizations like the American College Health Association. They also discussed the challenges of data collection and management, emphasizing the need for dedicated resources. The conversation touched on the legacy of Tanya's research and the potential for new grant funding to advance the Healthy Campus Index project. Due to loss of membership, we have decided not to move forward with further analysis, and this HCEA is not built into the new objectives.

Would there be partners who can take over this data? Renee S suggested that the American Colleges Health Association may want this data. Could this analysis be part of the new Objective 1 and 2? The PI will need to have funding so that the students can collect it and manage it.
Do we have a champion?

***Action items:*** Abstract 1 (from Elder? Not this year); Abstract 2 (data is available: Vend and Fresh & Shelf) Beth will write the abstracts; Rahel will review them.

NEW 5 Year Report includes HCEA as a tool that we will be using.

**3:30P - 4:00P, Research Objective 3 (Mental Health) Year 5 Wrap Up (Irene Hatsu)**
Irene reviewed the gaps of HCRC tools and the team discussed progress on Objective 3, which focuses on campus mental health and dietary patterns. They reviewed efforts to improve HCRC tools for assessing mental health, including potential changes to the Points survey and BEPS tool. The group also examined individual research conducted by team members on the relationship between diet and mental health.

The group discussed reporting requirements for their research, particularly regarding USDA funding and mental health studies, with Kristen noting that $100,000 in institutional funding was supporting a pilot program on drug recovery nutrition education. They reviewed emerging mental health issues among college students, including depression, anxiety, and substance use, and discussed the need to prioritize areas for their next 5-year study. The conversation ended with plans for an asset mapping exercise the following morning to identify individual and collective strengths within the group, followed by a discussion about food as medicine initiatives.

**4:00P - 4:30P, Research Objective 3 (Development of FI survey tools) Year 5 Wrap Up (Onikia Brown)**
Onikia presented updates on the College Student Food and Nutrition Security Survey module, highlighting its development, validation, and psychometric properties. The survey consists of 13 items measuring food security, nutrition security, campus meal plans, and barriers, with plans to validate nutrition security questions further. Results showed high sensitivity (89%) and moderate specificity (76.25%) for detecting food insecurity, while nutrition security had high sensitivity but lower specificity due to false positives. The team aims to finalize validation by the end of the semester and publish the findings early next year.

***Action items:*** If you are interested in joining the test-reliability, let her know. She needs states to send out the survey.

## Agenda Items – Meeting Day 2 (8:30 a.m.- 4:30 p.m. EST)
## Wednesday, October 29, 2025 - Residence Inn Meeting Rooms

**Members present (in-person only):** Carol Byrd-Bredbenner, Kristin Riggsbee, Jaapna Dhillon, Geoffrey Greene, Kathleen Melanson, Irene Hatsu, Priscilla Brenes, Erin McKinley, Jade McNamara, Jesse Stabile Morrell, Rahel Mathews, Renee Snyder, Meng Yang, Stephanie Rogus, Sumathi Venkatesh, Pablo Torres Aguilar

**7:30A - 8:30A, Breakfast**
Started the day with an asset tracking activity – everyone wrote their assets and limitations (e.g., AI and machine learning) and the tables summarized and shared out to the group.

**8:30A - 10:30A, Food as Medicine Discussion and Development of Research Questions (Kristin Riggsbee)**
The group discussed their proposed Objective 2 for the 5-year renewal, focusing on food as medicine programs on college campuses. They reviewed the existing literature on food as medicine, noting that there is limited research specifically on college campuses. The group debated whether their work fits within the broader definition of food as medicine, considering the different definitions used by various entities. They also discussed the potential for establishing themselves as experts in this area. The group agreed to conduct a scoping review to better understand the landscape of food as medicine interventions among college students and young adults.

They explored how to define and implement food as medicine programs on college campuses, emphasizing the need to tie nutrition education to clinical outcomes for prevention rather than treatment. Beth shared her experience as a dietitian at Dining Services, highlighting the importance of tracking institutional efforts in food is medicine. The group debated whether to focus on a specific population, such as college students, or to create a more comprehensive position paper addressing food as preventive medicine at a larger scale.

The group discussed expanding their research focus to include broader nutrition interventions for emerging adults, with a particular emphasis on food as medicine and its impact on health outcomes like type 2 diabetes and obesity. They explored the possibility of publishing a position paper and leveraging multiple outlets for policy papers, while also considering collaborations with military bases and college campuses. The team acknowledged the need to balance their current focus on college campuses with the potential to expand to other emerging adult communities, though they noted that specific objectives may limit their ability to make major changes to their current scope. The group discussed terminology around food as medicine and agreed to align with USDA and NIH language for consistency. They reviewed campus food environment data collection needs, deciding to modify existing instruments to capture demographics and health data, with an action item to address this over the next 6 months.

Strengths: Dennis has published a few articles on FIM, UNH & URI has strong alliance with military alumni from their programs, and MSU has strong alliance with military RD. Jaapna has also proposed grants with FIM.

***Action items:*** Decide on language, position paper, use existing tools

**10:45A - 11:45P, Leadership & Committee Assignments & P&P Planning Future Meetings (Kristin Riggsbee & Jade McNamara**)
Moved to Day 3, except for planning future meetings
Monthy meetings decided for the next year and the annual meeting date/place decided.

**11:45-12:00 PM Welcome from NH AES Director Anton Bekkerman (Jesse Stabile Morrell)**

**12:00P - 1:00P Lunch & Student Presentations (URI students)**

**1:00P - 3:00P, Research Objective 4 (Bridging Previous Works & Data Sets and the Next 5 Years) (Jaapna Dhillon)**
Jaapna presented on Objective 4 and what was done over the past 5 years.

**Data Integration and Research Planning:** Obj 4 involves integrating and analyzing large datasets collected over 20 years to study dietary behaviors, exercise, stress management, sleep, and environmental factors. The team has made progress in cleaning and organizing the data, with a manuscript under preparation for publication in Year 5. They discussed the need to develop more targeted research questions and leverage the data for future funding opportunities, particularly from USDA and NIH. The group also highlighted the importance of obtaining additional funding for personnel to assist with data analysis, given the current bandwidth constraints.

**Enhancing College Health Data Collection:** The group discussed the limitations of their current datasets for manuscript development and emphasized the need to focus on concrete deliverables, particularly for Objective 4. They explored the rationale for studying health challenges among college students, including the transition phase and increased consumption of ultra-processed foods. The team considered expanding their scope for future grant applications and discussed adding clinical indicators like fasting glucose and collecting stool samples in current studies. They also addressed the importance of using consistent protocols for data collection to ensure comparability.

**College Health Intervention Studies Review:** The team discussed two studies: the Young Adults Eating and Active for Health (YEAH) study and the Get Fruits and Vegetables study (FRUVED), which combined data from over 2,500 participants across multiple states. They reviewed participant flow diagrams and data collection methods, noting that all participants completed in-person assessments at multiple time points. The team identified potential issues with data completeness and engagement with the intervention, particularly regarding survey compliance. They also discussed the need to consider demographic factors like race and ethnicity in their analysis, as these variables may impact the efficacy of college health interventions.

**Statistical Analysis and Manuscript Review:** The team discussed statistical analysis approaches for their study, focusing on baseline-adjusted models and change models to examine intervention effects across various factors like sex, race, and BMI. They agreed to present both main findings and supplementary data to provide context, while acknowledging that retrospective registration of clinical trials wasn't required at the time of the study. The group was divided into four teams to review specific sections of the manuscript, including anthropometric outcomes, dietary measures, physical activity and sleep, and stress outcomes, with each team tasked to provide feedback on literature supporting their assigned sections.

**Intervention Study Data Analysis Review:** The group discussed analyzing data from two intervention studies, focusing on subgroup differences and treatment responses. They identified the need to clarify the paper's purpose and "so what" statement, as well as to narrow down the main outcomes to five key scales: BMI, weight, fruit and vegetable intake, sleep duration, and stress. The team also explored potential reasons for differential effects across racial and ethnic groups, considering cultural tailoring and intervention components.

***Action items:*** Consider adding clinical indicators to research studies (e.g., stool samples, fasting blood glucose, veggie meters, blood pressure, body comp)

**3:15P - 4:30P USDA NIFA update Mallory Koenings (USDA)**
Did not happen due to government shutdown.

**Agenda Items – Meeting Day 3 (8:30 a.m.- 4:00 p.m. EST)**
**Thursday, October 30, 2025 - Residence Inn Meeting Rooms**

**Members present (in-person only):** Carol Byrd-Bredbenner, Kristin Riggsbee, Jaapna Dhillon, Geoffrey Greene, Kathleen Melanson, Irene Hatsu, Priscilla Brenes, Erin McKinley, Jade McNamara, Jesse Stabile Morrell, Rahel Mathews, Renee Snyder, Meng Yang, Stephanie Rogus, Sumathi Venkatesh, Beth Racine, Pablo Torres Aguilar

**7:30A - 8:30A, Breakfast**

**8:30A - 10:00A, Objective 1 Discussion and Research Question Development (Jaapna Dhillon & Carol Byrd-Bredbenner)**
Carol is leading new data collection piece, Jaapna is leading big data analysis piece. Need to clarify objective 1 for upcoming year and be consistent with language throughout proposal.

Discussed and edited two objectives for next year and timelines. Discussed doing more presentations – FNCE session, hosting a workshop, American College Health Association but not necessarily being included in 5-year renewal.

IRB template? Need to include something on sharing data in our IRB applications. IDO including datasets, studies in progress, tools somewhere for easy access by group. Can use data we already have for grant writing.

Objectives due Nov 15, proposal due Dec 15. Created funding list as a group.

***Action items:*** Clarify language in Obj 1 for upcoming year and be consistent with language, do more presentations, create IRB template for everyone to use, make tools easily accessible, next 5-year objectives due Nov 15 and proposal due Dec 15, everyone list NC1193 in faculty bios

**10:15A - 12:00P, Future Research Plans/Funding Mechanism Ideas/Next Five-Year Planning (Kristin Riggsbee)**

- Secretary-Elect discussion
- Chair-Elect-Elect discussion: possibly Melissa
- Secretary Elect-Elect discussion: possibly Carol
- Policies, Procedures, Reports (5-year), and Awards Subcommittee: Erin chair-elect, Renee added as member, Kristin added as member
- IDO – Jaapna upcoming chair, added Priscilla as secretary and Sumathi to committee
- Conference planning – Kristin chair, Beth added to group, Stephanie added as member, and Irene
- Discuss what IDO charge for this year (possibly change to meet current needs)
- Stephanie asked about voting members and PIs - one voting member per state, can be multiple PIs
- Decided on annual meeting – Oct 5$^{th}$ week

**12:00P - 1:00P, Lunch & Student Presentations (Amelia Sullivan & Emma)**

**1:00 - 4:00 PM, Writing Committee to work on renewal objectives (Jade McNamara)**

The group worked independently on renewal writing during this time.

## Five-Year Timeline for NC1193 Activities Oct 1, 2021 – Sept 30, 2026

| ACTIVITY | YEAR | | | | |
|---|---|---|---|---|---|
| | 1 (21) | 2 (22) | 3 (23) | 4 (24) | 5 (25) |
| **Objective 1: Dissemination and Implementation** | | | | | |
| Develop training materials and activities | x | | | | |
| Pursue funding for dissemination activities | x | x | x | x | x |
| Explore and develop potential partnerships | x | x | x | x | x |
| Develop tools to measure the effectiveness of the training and process evaluation tools for the adoption of the toolkit and toolkit components. | | x | | | |
| Implement training and dissemination activities. | | | x | x | x |
| Track and evaluate training effectiveness and success in dissemination. | | | x | x | x |
| Refine training and evaluation tools. | | | | x | x |
| **Objective 2: Community Behaviors and Environment** | | | | | |
| Focus groups with program assistants/advisory group development | | | | | |
| Stakeholder interviews | | x | x | | |
| Testing and adaptation of HCEA tools | | x | x | | |
| Focus groups with target community | | | x | x | |

| | | | | | |
|---|---|---|---|---|---|
| **Testing of adapted HCEA tools** | | | x | x | |
| **BEPS-community item generation and testing** | | | | x | |
| **Development of HCEA training** | | | | x | |
| **BEPS-community confirmatory analysis/dissemination of BEPS community and HCEA tools** | | | | | x |
| **Objective 3: Development of Food Security and Mental Health survey tool and Healthy Campus Environmental Audit** | | | | | |
| **Item Development for Food Security and Mental Health** | x | x | | | |
| **Training student research team** | | x | | | |
| **Cognitive Interviews** | | x | | | |
| **Survey and HCEA refinement** | | x | x | x | |
| **Draft 1 survey validation (EFA, CFA) and HCEA** | | | x | | |
| **Draft 2 survey validation and HCEA testing in a diverse sample** | | | | x | |
| **Dissemination of findings** | | | | | x |
| **Objective 4: Bridging Previous Work to Current and Large Data Sets** | | | | | |
| **Explore funding opportunities to utilize big data analysis and interpretation** | x | | | | |
| **Identify and pursue funding with identified resources from member institutions to continue data analysis work and graduate training.** | | x | x | | |

| | | | | | |
|---|---|---|---|---|---|
| **Conduct an analysis of big data sets commensurate with the funding secured (both internal and external). Use previous and current data sets to continue the bridge work of the behavior and environment approach.** | | | **x** | **x** | |
| **Dissemination of findings in refereed venues and a possible new paradigm approach from big data findings** | | | | **x** | **x** |

# Healthy Campus Environmental Audit 2025

Geoffrey W. Greene, PhD, MPH, RDN, LDN
and Beth Carlton, MS, RDN, LDN

Adapted from Presentation by Tanya M. Horacek, PhD, RD 2014

# OBJECTIVE:

Describe the components of the healthy campus environmental audit for application on post-secondary education campuses

# HCRC Research Work History

- Randomized Treatment Control Interventions
  - Nitzke - Stage-based print media fruit/vegetable (FV) intervention
  - Greene - Web-based non-diet approach to weight management – focus on FV and Exercise
  - Kattelmann - Stage-based CBPR approach using the web for weight management – focus on FV, Exercise, and Stress Management
  - Colby - Social media/web-based non-diet approach to weight management, including environmental interventions
- Reciprocal Determinism: Interrelationship of Behaviors---Beliefs/Attitudes—Environment
  - To facilitate behavior change, a conducive environment is needed
  - Understand/describe the environment before changing
  - Environmental assessment led by Horacek starting around 2008 based on Precede-Proceed model
  - Goal – use CBPR and assessment data to change the environment
-

# PRECEDE-PROCEED

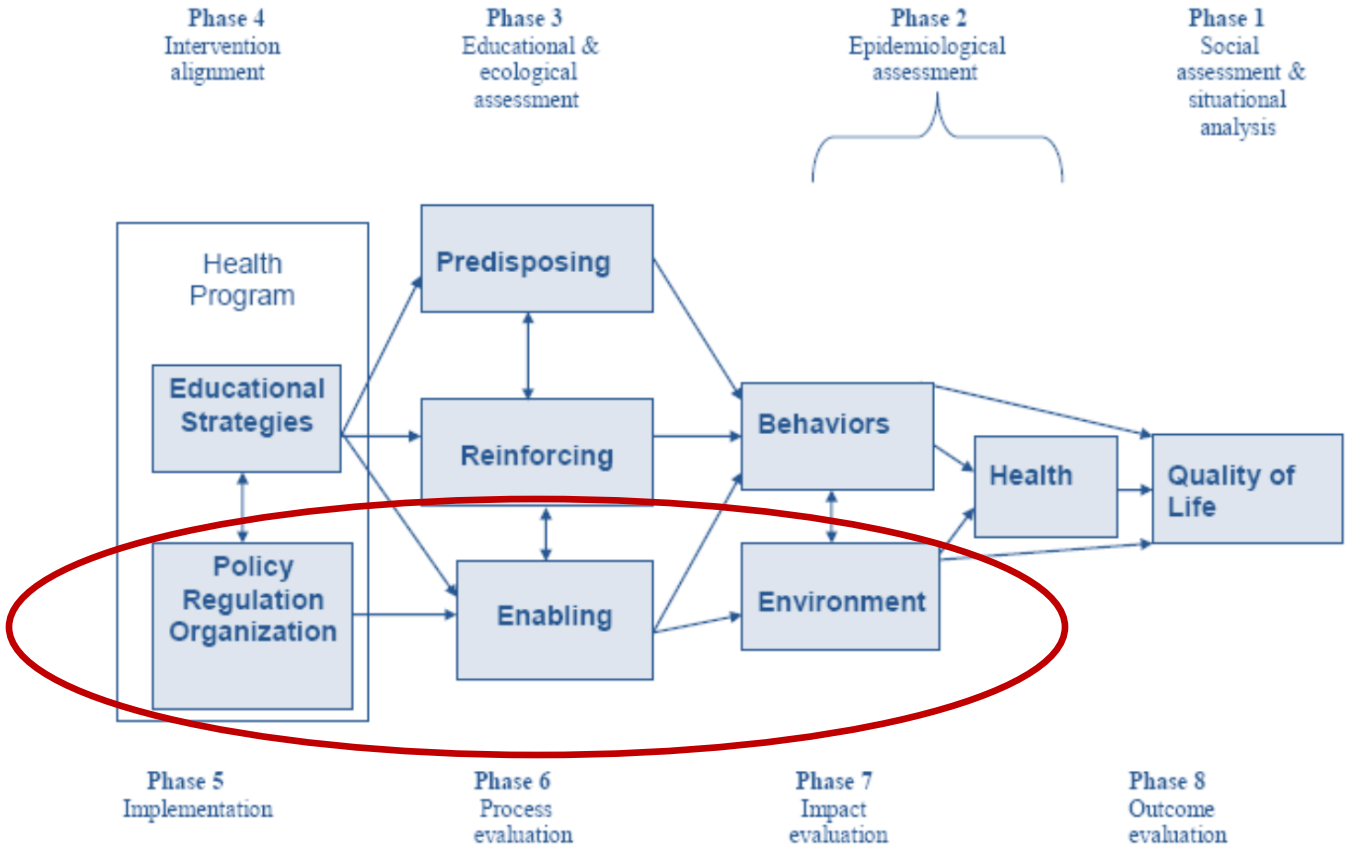
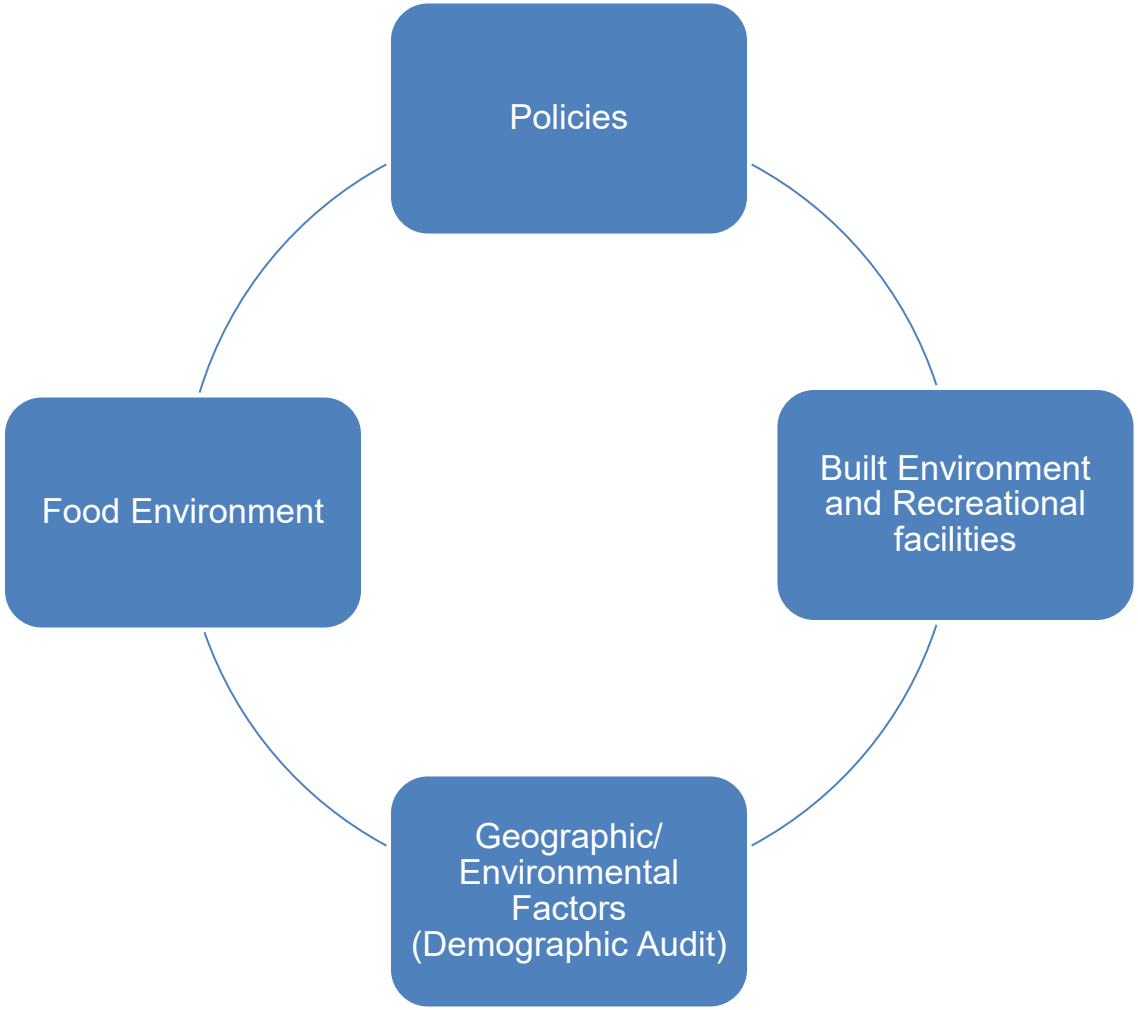
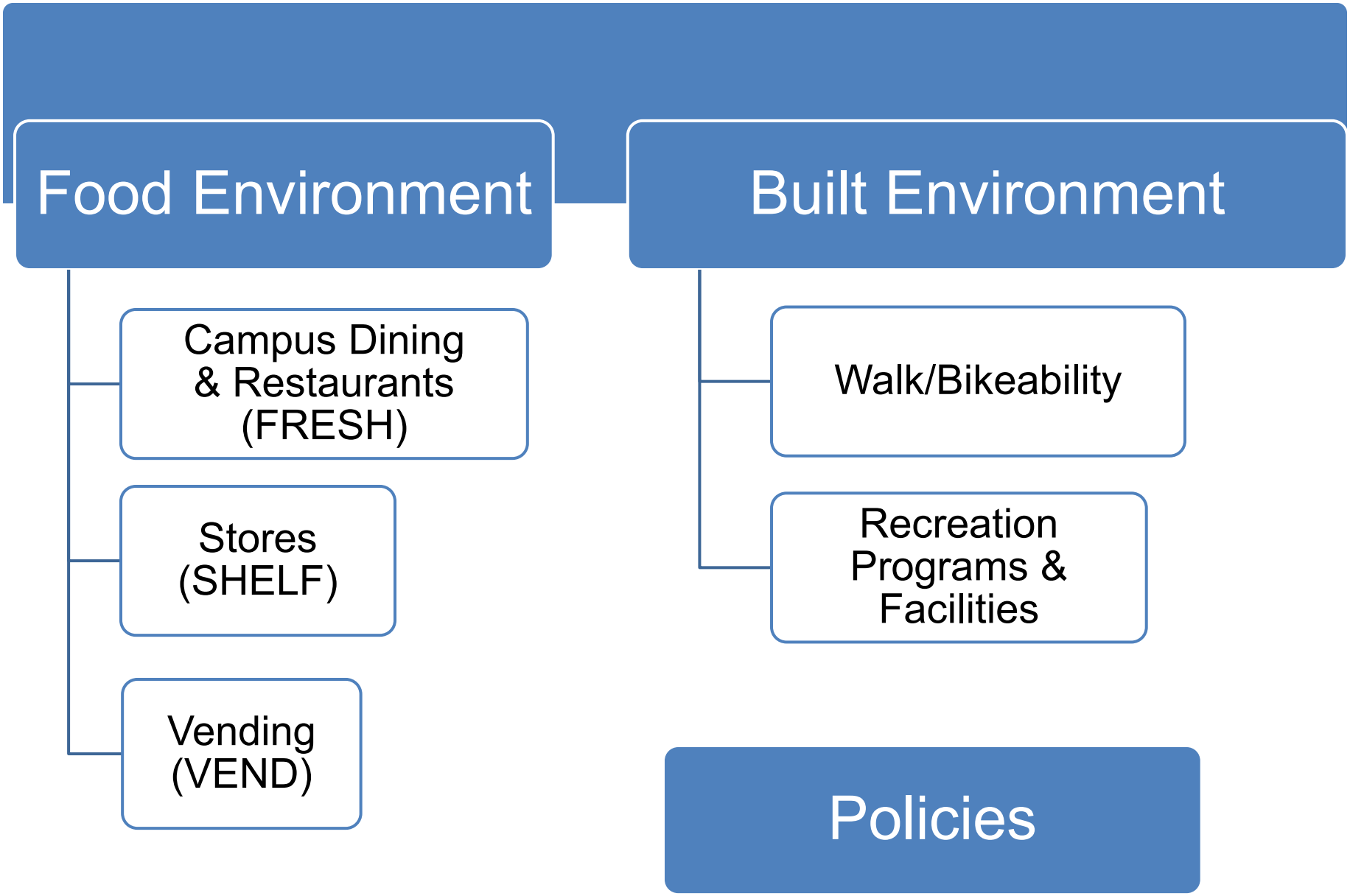



Figure 1. Phases of the Precede-Proceed Model as outlined by Green LW, & Kreuter MW, *Health Program Planning*, 4th ed., N.Y.: McGraw-Hill, 2005, Ch.1

# Healthy Campus Environmental Audit




Food Environment
Campus Dining & Restaurants (FRESH)
Stores (SHELF)
Vending (VEND)
Built Environment
Walk/Bikeability
Recreation Programs & Facilities
Policies

# Purpose of Each Audit

- Audits are designed to rate the healthfulness of food, built and policy environment.
- They can be used in worksites, college campuses, hospitals, communities, etc.
- Each audit can be used to simply evaluate one venue (i.e. a store or a restaurant) or to understand the entire campus environment by evaluating a selection of venues.
- A campus team determines venues to evaluate.
- The components of each audit are outlined.

# Built Environment: Walk/Bikeability Assessment[1]

## Safety

- Pedestrian facilities
- Pedestrian/bike-motor vehicle conflicts
- Crosswalk quality
- Night-time safety features

## Quality

- Path maintenance
- Path size
- Buffer zone
- Accessibility
- Bikeability
- Terrain
- Aesthetics

[1] Modified Dannenberg et al, 2005;

# Built Environment: Recreation Services Assessment

## Overview

- # Treadmills
- Variety of cardio equipment
- # Club sports/Intramurals
- # Fitness classes
- Variety of fitness classes

## Exercise Spaces

Free weight,
dance
aerobic,
track,
pool,
etc.

## Courts/Fields

Indoor
Outdoor

## Health Programs

Programs,
advertising,
incentives,
walking trails,
etc.

# Built Environment: Recreation Facilities Assessment

## Facilities Management

- Hours of Operation
- Trained staff cardio/weight area
- Location

## Equipment Spaces & Courts

- Physical Condition
- Working Condition
- Availability

## Stairwells & Bike racks

- Availability & Accessibility
- Prompts

## Amenities

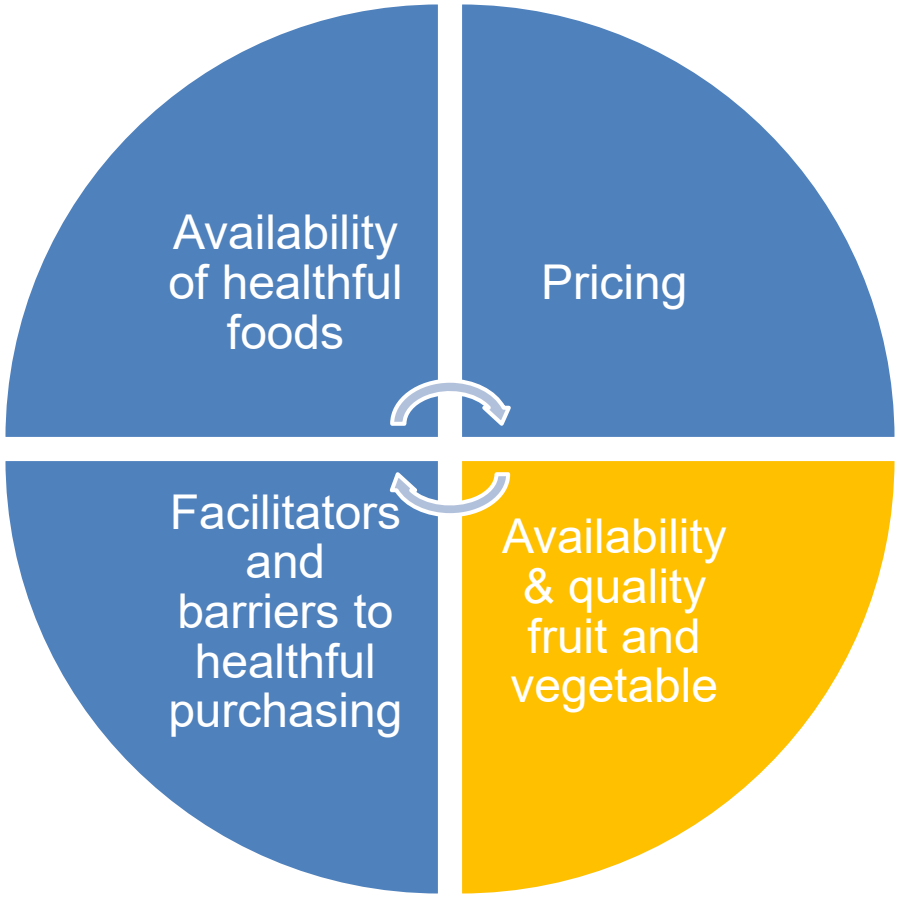
- Lockers & Showers
- Water Fountains
- TV/Music
- Physical Condition

# Food Environment: Vending Assessment (VEND)

## Snack & Beverage

- Healthfulness
- Labeling
- Pricing

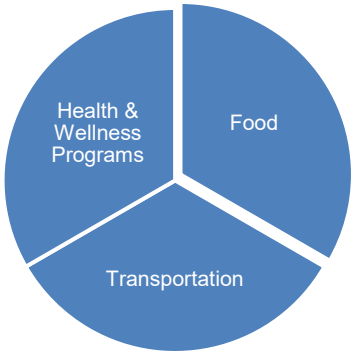
# Food Environment: Convenience Store Assessment (SHELF)



# Food Environment (FRESH):
## Cafeteria/Restaurants Assessment

# Policy Assessment (POINTS)

- Up to 25 topic areas to assess




**Evaluated on these categorical descriptors:**

- **No Initiative:** relevant but not available.
- **Indirect Initiative:** program/interventions are not specific to the campus.
- **Direct Initiative:** programs/interventions advocating healthy living are *specific/tailored* to this campus population.
- **Extensive Initiative:** well-established programs/interventions.
  **Resolution/Pledge:** a written statement/promise/vision for health promotion.
- **Policy:** a written policy regulates/implements/designates the environmental supports.

# Geographic & Environmental Factors (Demographics)

Safety

- Campus features
- Comparison to national stats

Weather

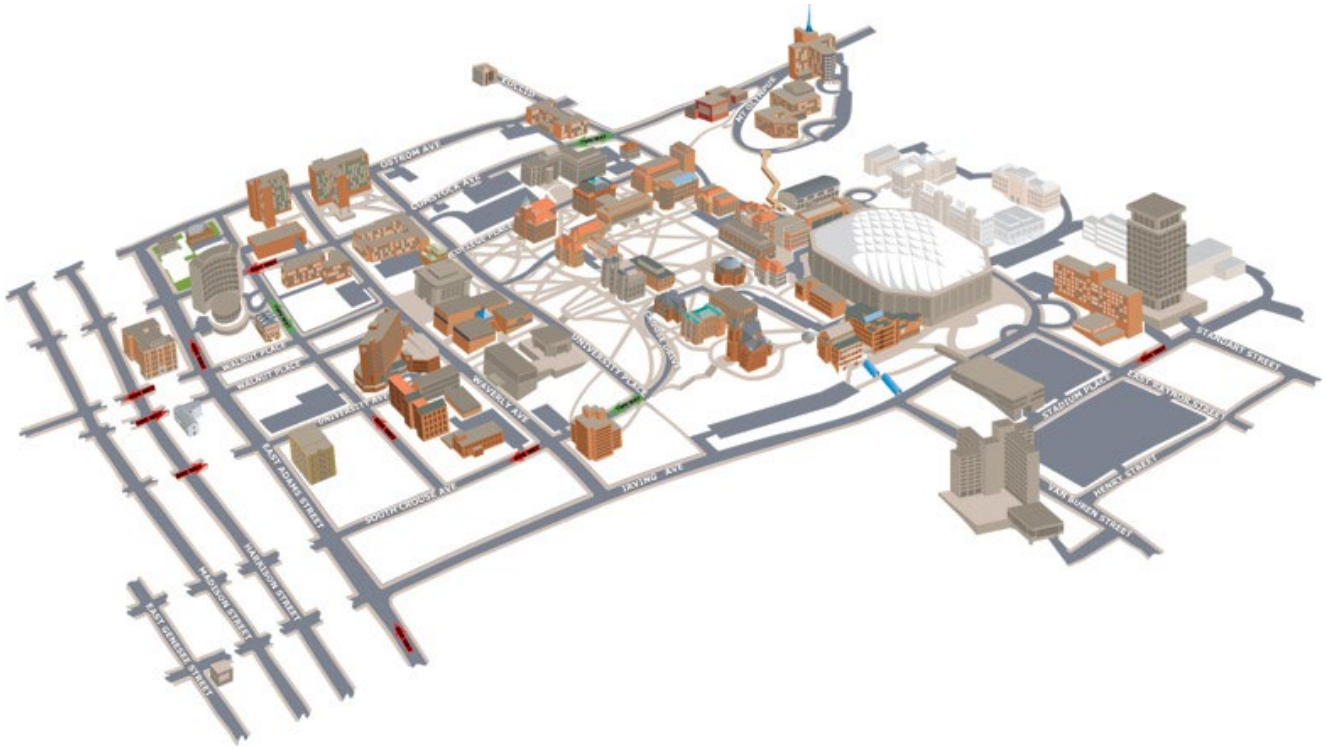
- Typical

Socio-Economic Status

- Comparison of community mean income

Campus demographics

# Implementing the Audit

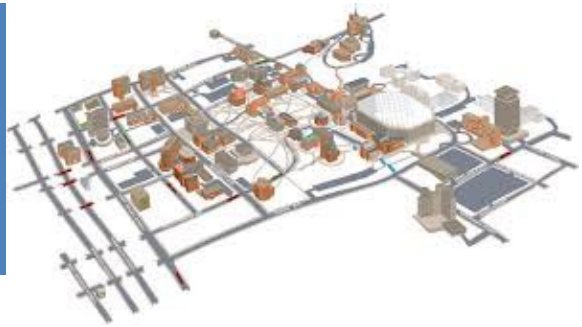


- Each audit contains 15-25 descriptive Likert ranking questions.
- Some audits, such as walkability/bikeability, have been programmed to be administered using mobile devices.

# Overview

- Definitions of the campus environment
- Gathering your team
- Deciding the extensiveness of your audit
- Training videos
  - How to complete the audit
- Inter-rater Reliability (IRR) if applicable
- Conducting each audit
  - Entering your data
- Providing feedback to community partners based on results

# Campus



**Definition:**

- The perimeter that defines the total worksite, college, hospital, etc. environment.
- It might be one building, an extensive clustering of buildings, or a series of clustered buildings.
- A location on-campus would be within the boundary and off-campus is outside this boundary.
- We suggest a 1.5 mile perimeter, but you and your campus team need to decide the best definition for your environment.

# Community Team

**Definition:**

- An organized group of selected individuals who participate in the environmental evaluation. The team will:
  - Decide your “campus” boundaries/perimeter
  - Decide which venues to evaluate

- Based on their input, your team will:
  - Complete the training and practice audit(s)
  - Implement the audit
  - Interpret the results
  - Make recommendations to improve the dining/food/recreation environments

# Community Team

**Definition:**

- The team might include:
  - Representatives from wellness/health, food services, recreation services, student services
  - Representatives of the served population
  - Other community partners beyond the campus community
    - Restaurant owner
    - Health department
    - Non-profit health organization
- The community team leader organizes all community team activities.

# Defining Your Total Audit Environment

**To decide which venues to evaluate:**

- The Community Team decides:
  - Dining establishments (dining halls and restaurants)
  - Food stores (convenience - not grocery/supermarket)
  - Recreation facilities
  - Walking/biking paths
- These are based on locations most frequented by the campus population and a representative sample
  - **Within a 1.5 mile radius of your campus boundary**
  - Beyond the 1.5 mile radius if it is utilized extensively by the campus population

# Selecting Your Venues

- **Select venues most frequented by the campus population and a representative sample**

- **Each campus should evaluate approximately**
  - 10 on- and off-campus restaurants including sit-down restaurants, cafeterias or food courts, fast-food restaurants/food trucks
    - 1 dining hall
    - 4-5 sit-down
    - 4-5 fast-food
  - 10 convenience stores
  - 12 vending machines
  - 35-50 paths for walkability/bikeability
  - 1-5 recreation facilities

# Training

- Requires reading through all protocol files
- Practice using each audit on 2-3 venues/establishments on your campus
- For IRR, select one location/venue on your campus that all evaluators will independently assess on the same day
  - For dining halls, evaluate the same meal
  - For stores, vending, walking paths, recreation facility evaluate at the same time yet independently
  - Continue practice and conducting new IRR locations (if required) until all evaluators have IRR ≥80%
- *If a campus has only one evaluator than the data must be compared to the PI's evaluation*

# Planning Your Audit

- Locations assigned to team members
- Campus Coordinator gathers permissions from dining hall managers, etc.
  - May require planning ahead, setting up day/time
- Contingency plan for selecting alternative locations
  - Entrance permissions denied
  - Community team provides non-applicable location
- Creating schedule to complete audits in consistent/timely fashion

# NC1193 - Administration

Healthy Campus Environmental Audit implemented using small teams of students over a short period of time, small team of students focuses on one of the environmental audits.

**Week 1:** Time noted in (7-10 hrs/week)

- Read and complete video training (2 hrs)
- Practice using audit (2-3 hrs)
- Do Inter-rater reliability (2-3 hrs)

**Week 2:** Collect data for audit (3-8 hrs/week)

# Environmental Audit Student & Time Needs*

| Type of Audit | # of students | Total # venues to audit | Collect time/audit (min) | Week 2 Total audit time (hrs) |
|---|---|---|---|---|
| Recreation Services & Facilities | 2 | 6 | 90 | 10 (5/student) |
| Walkability/Bikeability (segments) | 2 | 40 | 20 | 13.5 (7/student) |
| Dining Halls | 5 | 6 | 90 | 40 (8/student) |
| Restaurants | | 20 | | |
| Stores | 2 | 10 | 90 | 15 (7.5/student) |
| Vending (machines) | 2 | 12 | 30 | 6 (3/student) |
| Policies (survey) | 1 | | | 1-2 |
| Total | 14 | | | 3-8 hrs/ student |

* This chart is based upon SU's data collection plan – you will need to tailor it to your campus

# Feedback Provided

- Each campus will note issues/ideas as you do your audits
- Feedback is available about audit results. Melissa has plans to develop an infographic feedback form to help disseminate results and generate policy changes.

# Audit Applications

- Work through community partners and decision makers
- Target population has power to request change
- On your campus, share and interpret results
- Prioritize needs
  - Show economic, sustainability, and ratings benefits
  - Environmental and policy changes take time

# Dining (FRESH) – Fall 2025, URI

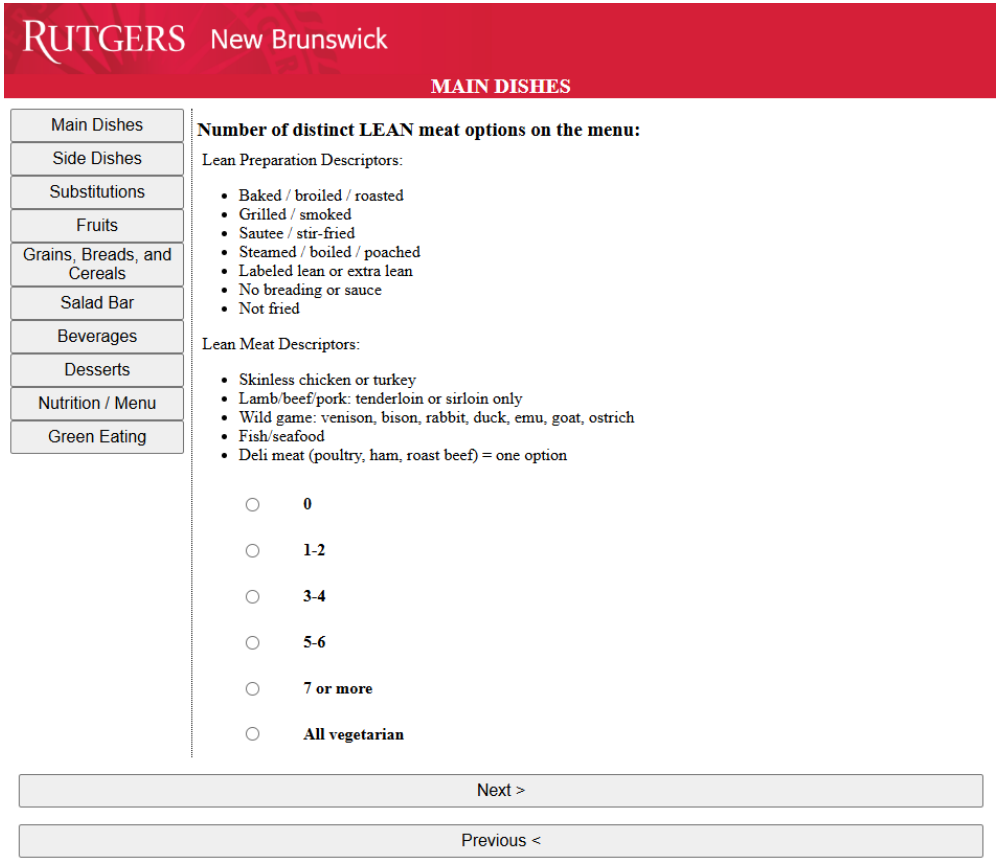
- Gathered 4 FG students from University of Rhode Island (URI)
- URI Nutrition Club determined locations
  - Answered questions related to most frequented dining locations

1. Which dining hall(s) do you think the most students eat in several times each week?
2. Which dining hall(s) is eaten in the second most?

  - 2 dining halls
  - 8 off-campus fast-food/quick service restaurants

# Dining (FRESH) – Fall 2025, URI

- Completed audit using Rutgers-developed app



# Dining (FRESH) – Fall 2025, URI

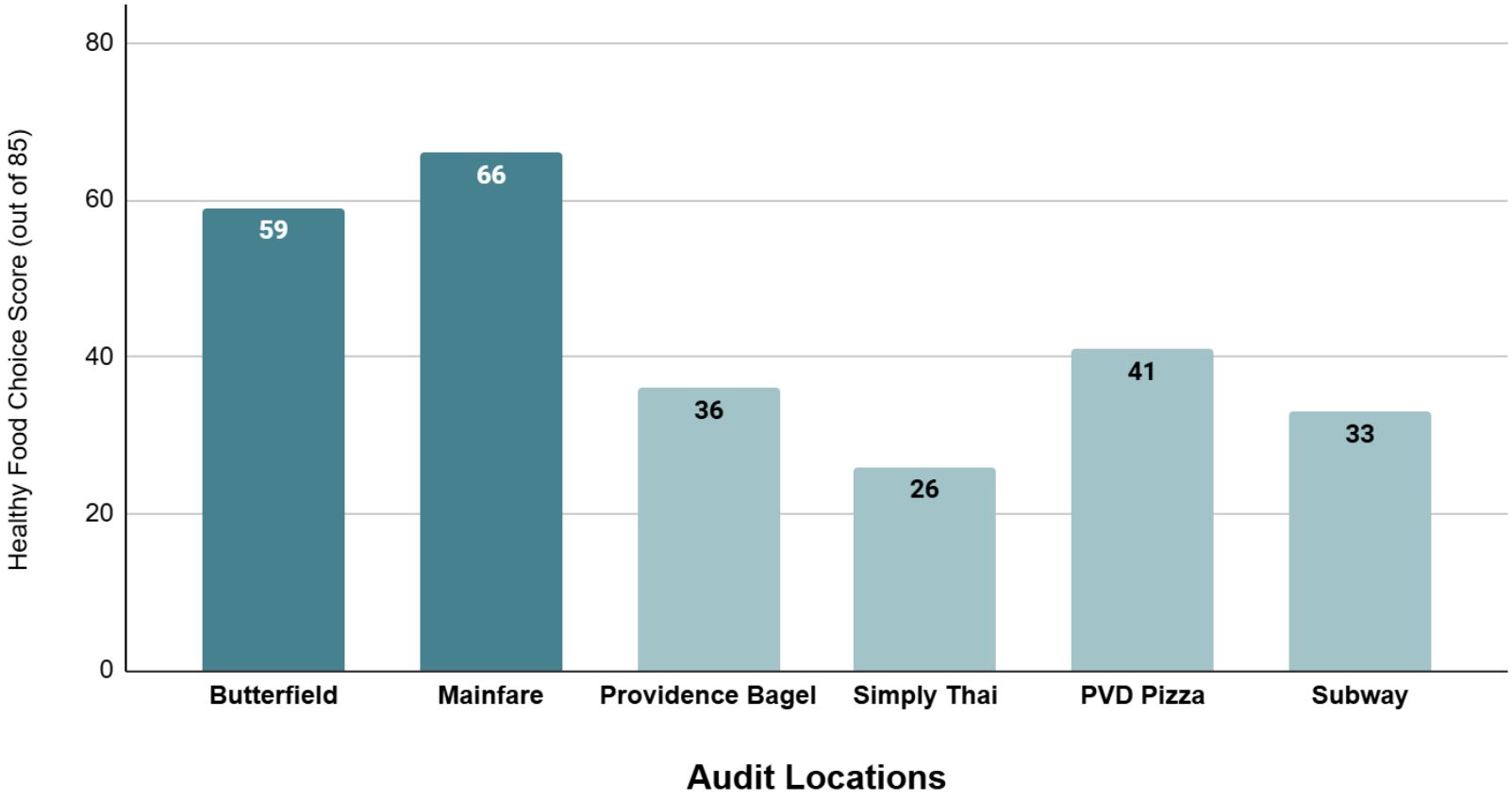
- All students completed training via Rutgers-developed video
- IRR completed at cafeteria-style venue
  - Interclass correlations (ICC) were calculated using R to determine the IRR
    - ICC 0.99, almost perfect agreement

| Survey_ID | ICC |
|---|---|
| 419 | 0.9999065 |
| 416 | 0.9947425 |
| 417 | 0.9938806 |
| 415 | 0.9905950 |

  - Data collection completed between *10/1-10/22*
    - Dining halls completed in pairs, other establishments individually

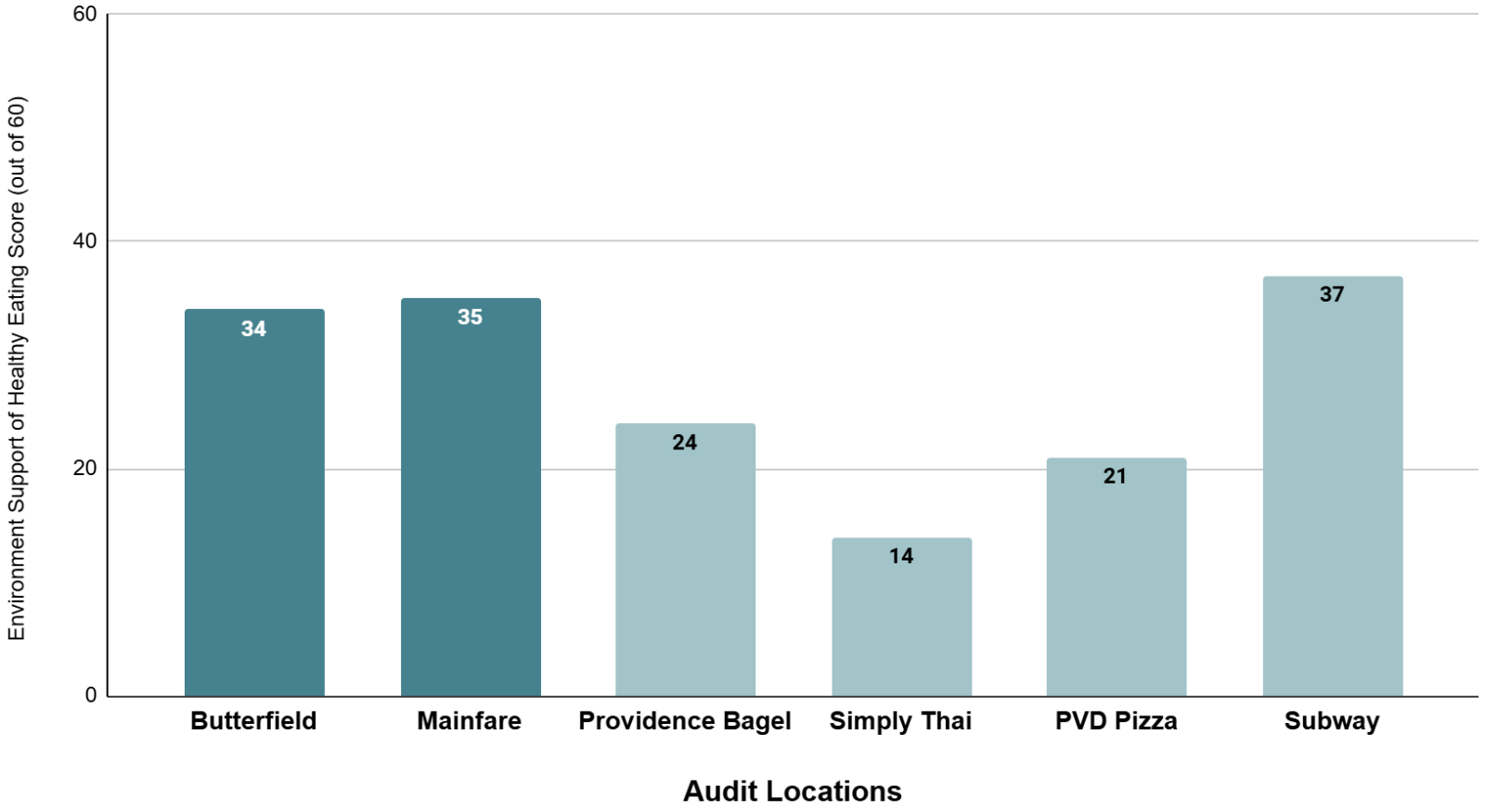
# Results – Fall 2025, URI

## Chart 1: Dining (FRESH) Audit Healthy Food Choice Score



# Results – Fall 2025, URI

## Chart 2: Dining (FRESH) Environment Support of Healthy Eating Score



# Implications

- Differences between scores from dining halls and fast-food restaurants are consistent with literature published previously
  - Sit-down restaurants and fast-food/quick service yield similar results
  - Room to improve dining halls in both categories
- Policy intervention could be implemented from data
  - Work on factors that improve scores to create a more health-promoting eating environment

# Selected Manuscripts – Related to Health Campus Environmental Audit


- Kattelmann K, White A, Greene G, Byrd-Bredbenner C, Hoerr S, **Horacek T**, Kidd T, Colby S, Phillips B, Koenings M, Brown O, Olfert M, Shelnutt K, Morrell J. Development of Young Adults Eating and Active for Health (YEAH) Internet-Based Intervention via a Community-Based Participatory Research Model. *J Nutr Educ & Behav.* 2014; 46(2):S10-S25.
- **Horacek TM,** White AA, Byrd-Bredbenner C, Reznar MM, Olfert MD, Morrell JS, Koenings MM, Brown ON, Shelnutt KP, Kattelmann KK, Greene GW, Colby SE, Thompson-Snyder CA. PACES: A Physical Activity Campus Environmental Supports Audit on University Campuses. *Am J Health Promot.* 2014; 28(4): e014-e117. **doi:** http://dx.doi.org/10.4278/ajhp.121212-QUAN-604
- **Horacek T,** Erdman M, Byrd-Bredbenner C, Carey G, Colby S, Greene G, Guo W, Kattelmann K, Olfert M, Walsh J, White A. Assessment of the Dining Environment on and Near the Campuses of 15 Post-Secondary Institutions. *Public Health Nutr* 2013;16(7):1186-1196.
- **Horacek TM,** Erdman MB, Reznar ME, Olfert M, Brown-Esters ON, Kattelmann KK, Kidd T, Koenings M, Phillips B, Quick V, Shelnutt KP, White AA. Evaluation of the Food Store Environment on and Near the Campus of 15 Post-Secondary Institutions. *Am J Health Promot.* 2013;27(4)e81-e90.
- Szymona K, Quick V, Olfert M, Shelnutt K, Kattelmann K, Esters O, Colby S.M., Beaudoin C, Lubniewski, J, Maia AM, **Horacek T**, Byrd-Bredbenner C. The University Environment: A Comprehensive Assessment of Health-Related Advertisements. *Health Educ.* 2012; 112(6):497-512.
- Byrd-Bredbenner C, Johnson M, Quick V, Walsh J, Greene G, Hoerr S, Colby S, Kattelmann K, Phillips B, Kidd T, **Horacek T,** Sweet & Salty: An Assessment of the Snacks and Beverages Sold in Vending Machines on U.S. Post-Secondary Institution Campuses. *Appetite* 2012;58:1143-1151 http://dx.doi.org/10.1016/j.appet.2012.02.055
- Walsh JR, Hebert A, Byrd-Bredbenner C, Carey G, Colby S, Brown-Esters O, Greene G, Hoerr S, **Horacek T**, Kattelmann K Kidd T, Koenings M, Phillips B, White A. The Development and Preliminary Validation of the Behavior, Environment, and Changeability Survey (BECS): a Tool to Assess Health-Promoting Behavior and the Environment. *J Nutr Educ Behav* 2012;44:490-499.
- **Horacek TM,** White AA, Greene GW, Reznar MM, Quick VM, Morrell JS, Colby SM, Kattelmann KK, Herrick MS, Shelnutt KP, Mathews A, Phillips BW, Byrd-Bredbenner, C. Sneakers and Spokes: An Assessment of the Walkability and Bikeability of U.S. Post-Secondary Institutions. *J Environ Health.* 2012; 74(7):8-15.

# Selected References


Dannenberg A, Cramer T, Gibson C. Assessing the walk-ability of the workplace: A new audit tool. *Am J Health Promot.* 2005;20:39-44.

Green LW and Kreuter MS Health Program Planning: An educational and ecological approach. 4th ed. McGraw Hill Boston, MA 2005.

Glanz K, Sallis JF, Saelens BE, Frank LD. Nutrition environment measures survey in stores (NEMS-S): development and evaluation. *Am J Prev Med. 2007;32:282-289.*

Saelens BE, Glanz K, Sallis JF, Frank LD. Nutrition environment measures study in restaurants (NEMS-R): development and evaluation. *Am J Prev Med. 2007;32:273-281.*

# Questions?

Healthy Campus Environmental Audit (HCEA)

# Objective 3: Mental Health

HCRC 2025 Meeting

THE OHIO STATE UNIVERSITY
COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

# Team Members

- Current members : Melissa Olfert, Irene Hatsu, Jade McNamara, Mackenzie Barr-Porter, Carol Byrd-Bredbenner, Beth Carlton, Anne Mathews, Erin McKinley, Renee Snyder, Sara Colby.

# Objective 3b:Mental Health

- Expanded understanding of college students' dietary patterns considering social determinants of health and influential disruptive factors (IDFs) with an emphasis on food insecurity, mental health, and the built environment.

Implementation:

- Gaps in previous HCRC tools: Mental Health
- Current & emerging issues around mental health ⟶ Dietary patterns/behaviors

# Gaps in previous tools: Mental Health

- BEPS MH: assesses student perception of MH resource availability and accessibility
- Gap: HCEA does not currently of access availability of MH resources on college campuses (No environmental audit MH)
  - Goal: access actual resources available on campus, their utilization, policies around their promotion, and policies around MH in general
  - Adapt existing tools: Build on BEPS and POINTS (perception + built environment).
    - Expand BEPS: Factor analysis of BEPS data yielded no new results
    - Expand POINTS to capture campus environmental MH resources
      - » **Immediate revision** (policy focused) before beta testing: Replicate question 15 to become 15a for MH education
      - » **Long term revision**: Add questions about services availability and utilization.

# Current Mental Health issues:

- Relationship with dietary patterns and mental health of college students
  - Determinants of  diet quality, dietary behaviors (3 studies)
  - Determinants of mental health: depression (2  studies), anxiety (2 studies) , stress (1 study), food addiction (1 study), emotional eating (1 study)
  - Dietary influences  on mental health: ( 8 studies)
    - Diet quality disordered eating on depression and anxiety
    - Diet quality and stress
    - Diet quality eating behaviors associated with food addictions
    - Mediterranean dietary pattern on depression, anxiety and stress (cross-sectional + RCT)

# Emerging Mental Health Issues

- Loneliness
- Emotional dysregulation
- Discrimination
- Personality traits
- Coping mechanisms to MH challenges (Substance use/misuse; alcohol misuse

- Identify preexisting tools to reflect the emerging issues
- Collect data on these areas in new longitudinal project.

# NC1193 HCRC Objective 4: Bridging Previous Work to Current Data Sets And Next Steps

Jaapna Dhillon

10/29/2025

Exploration and interpretation of interactions between lifestyle behaviors and environmental factors using big data analysis techniques with multiple data sets.

## 1.Explore & Interpret Interactions

1. Use big data techniques to understand how lifestyle behaviors and environmental factors interact and influence the health of young adults.

## 2.Utilize & Leverage Multiple Data Sets

1. Analyze both this group's historical and current datasets as well as external datasets relevant to the project.
2. Use datasets from the past two decades to find associations between young adult behaviors, perceptions, and environments leading to health outcomes.

Exploration and interpretation of interactions between lifestyle behaviors and environmental factors using big data analysis techniques with multiple data sets.

## 3. Detailed Exploration of Contributing Factors

1. Delve into factors like diet, exercise, stress management, sleep, eating behavior, cognitive restraint, emotional eating triggers, personality, parental status, income level, and ethnicity.

## 4. Benefits of Processing Big Data

1. Translate research into actionable reports for colleges.
2. Improve the student experience by supporting healthful behaviors.
3. Identify strengths and areas of improvement.
4. Boost efficiency in policies, programs, and environmental changes.

## 5. Seek Funding & Collaboration

# Yearly Goals: What Has Been Done?

| Objective 4: Bridging Previous Work to Current and Large Data Sets | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| Explore funding opportunities to utilize big data analysis and interpretation | x | | | | |
| Identify and pursue funding with identified resources from member institutions to continue data analysis work and graduate training | | x | x | | |
| Conduct analysis of big data sets commensurate with funding secured (internal and external). Use previous and current data sets to continue bridge work of behavior and environment approach | | | x | x | x |
| Dissemination of findings in refereed venues and possible new paradigm approach from big data findings | | | | x | x |

# Stages Leading Up to Analysis

1. **Data Inventory & Review:**
    1. Catalog and review the datasets available.
    2. Understand the nature, scope, and granularity of the data.
2. **Data Pre-processing:**
    1. Cleanse the data: Handle anomalies, inconsistencies, and outliers.
    2. Convert raw data into a format suitable for analysis.
    3. Deal with missing data through imputation or other methods.
3. **Data Integration (if dealing with multiple datasets):**
    1. Merge or join datasets in a consistent manner.
    2. Resolve discrepancies between datasets.
4. **Feature Engineering:**
    1. Derive new variables/features that might be more informative for the analysis.
    2. Normalize or scale data if required.
5. **Data Analysis**

# Completed Datasets Available

1. WebHealth (G. Greene, PI, USDA/NRI, 2005-2009).
2. Project YEAH (Young Adults Eating & Active for Health) (K. Kattelmann, PI, USDA/NRI, 2008-2012).
3. Get FRUVED (Fruit and Vegetable Education) (S. Colby, PI, USDA/AFRI, 2014-2020).
4. Behavior, Environment, and Changeability survey (BEKS) (White, Lead, 2009-2011).
5. YEAH Biochemical
6. CHANAS

# Manuscript Intro and Methods

# Collaborative Review Activity – 60 MIN

**Group Assignments**

- **Group 1:** Anthropometric/Meal Planning Agency Outcomes
- **Group 2:** Dietary Outcomes;
- **Group 3:** Lifestyle (Physical Activity/Sleep)
- **Group 4:** Stress and Psychosocial Outcomes

1. **Review Your Section (10 min)**
   Read through the *Results* and corresponding *Discussion* outline for your assigned topic.

**2. Discuss in Your Group (25–30 min)**

Use these guiding questions:

- **Interpretation:**
  - Do the Discussion points accurately reflect the Results?
  - Are any findings over- or under-interpreted?
- **Connections to Literature:**
  - What studies, frameworks, or reviews could strengthen interpretation?
  - Where do our findings align or diverge from previous research?
- **Framing & Implications:**
  - What are the key messages or take-home points?
  - Are there policy, programmatic, or practical implications to emphasize?
  - What additional context (theoretical or mechanistic) might clarify results?

**3. Summarize Key Points (5 min)**

Prepare **2–3 main insights** to share:

- Gaps or areas needing more interpretation
- Specific literature topics or papers to reference
- Suggested rewording or focus for Discussion

**4. Group Report-Out (15 min total)**

# ACTIVITY: What Other Questions to Ask from the Integrated CHANAS/YEAH Biochemical data?

# INSTRUCTIONS

- Divide into 4 groups
- Each group will work together to compare the following datasets: CHANAS and YEAH Biochemical Datasets
- Based on the variables shared across these datasets, what potential research questions can be formulated for manuscript development?
- What ideas do you have for expanding the scope of your current studies to include biochemical/metabolic markers?
- Please type your ideas here: https://docs.google.com/document/d/19IARYQmbZmzru1GJdtdviCrae8ZpsCUVJS8FN3D_jx0/edit?usp=drive_link
- You have 30 minutes to work on this.
- After 30 minutes we will come together and discuss the ideas and cross-check against what has already been published

# Anticipated Dates for Obtaining These Datasets?

- WebHealth ancillary projects
- Fruvedomics
- YEAH Jobcore dataset
- BECS
- BEPS
- HCEA
- College connection study
- 210 nutrition class data

# Next Steps

- Continue integrated analysis of datasets
- Use this preliminary data to apply for USDA/NIH research funding.
  - Use AI/machine learning tools for variable prediction or identifying patterns
- White paper: what has been published from multistate datasets, next steps, highlighting need for more funding?

# Committee Structure

## Committee Leadership

**Chair:**

- Provides direction and sets the agenda for committee meetings.
- Ensures that the committee stays on track and adheres to its objectives.
- **Oversees the analysis process**

## Data Scientists/Analysts

**Postdocs, graduate students, undergraduate students, faculty:**

- Facilitate the data processing, analysis, and modeling tasks.
  - Collaborate with domain experts to ensure that the analysis is relevant and accurate.
- **Statistician** - Offers insights on potential methodologies and tools to be employed; guides the application of those tools.

## Domain Experts (Public Health, Nutrition, Behavioral Sciences, etc.)

- Provides expertise on the subject matter to guide the analysis.
- Helps interpret findings in the context of the domain.
- Ensures that the analysis aligns with real-world implications and relevancy.

# Who Would Like to be Part of this Committee?

**Chair:** Jaapna Dhillon

**Secretary:** Leah Groene

**Faculty/PIs:** Makenzie Barr-Porter, Irene Hatsu, Rahel Mathews, Melissa Olfert, Beth Racine, Priscilla Brenes, Carol Byrd-Bredbenner, Geoff Greene, Kathleen Melanson, Lisa Franzen-Castle, Tandalayo Kidd

**Postdocs:** Lilian Ademu, Elder Varela
**Students**: Caitlyn Winn, Jamie Zeldman, Beth Carlton, Sharon Samuel, Angelica Pozzoli, Sheila Abaca, Malak Alsaati

**WE NEED MORE DATA SCIENTISTS: help with organizing, cleaning, and analyzing datasets.**

# NC1193 Annual Meeting (2025)

Policies & Procedures Overview

NC1193 NIMSS Project Page: https://www.nimss.org/projects/view/mrp/outline/18802
North Central Virtual Multistate Project Handbook: https://www.ncra-saes.org/multistate-handbook

# Policies & Procedures Overview

State reports

annual reporting

Meeting procedures

Publications and presentations reminder

Organization/governance - Expectations of members and adding new members

Appendix E Updates

Leadership and committee/subcommittee overview

# State reports due ASAP

active members from oct. 1, 2024 – Sept. 30, 2025

- **Why is this important?** State reports are used to help compile information for the annual report which is due 60 calendar days after our annual meeting.
- **Who do you send your state report to?** Email it to the current chair and secretary or upload to online location as directed (HCRC Canvas site).
  - Jade McNamara at: jade.mcnamara@MAINE.EDU and Kristin Riggsbee kolmstea@utk.edu
- **When should I get this done by?** ASAP (ideally prior to the annual meeting)

# **State report content**
# Reporting period: oct. 1, 2024 – Sept. 30, 2025

- The report should follow USDA NIFA's REEport template and include the following sections:
  - Project Title: Promotion of Health and Nutrition in Diverse Communities of Emerging Adults
  - Multi-state number: NC1193
  - Other key personnel: students (undergrad, graduate, post-doc), colleagues, consultants, etc.
  - Non-technical summary
  - Accomplishments: major activities completed, specific objectives met, significant results, etc.
  - What opportunities for training and personal development has the project created?
  - Target Audience: individuals, groups, or communities served by the project and efforts to reach target audiences.
  - Products (journal publications, books or other non-periodical one-time publications, other publications, conference papers, and presentations)
  - Other products: Activities, events, services, products (audio or video products, curricula, data or databases, equipment or instruments, models, networks, collaborations, etc.

# **Annual reporting requirements** – submit annual report within 60 days of meeting

- **All multistate committees are required to meet annually, either virtually or in person.**
  - Meetings need to be officially "authorized" in NIMSS by the project AA (send email to AA requesting approval prior to annual meeting) so there is a formal record of activity.
- **Multistate committees must submit an annual report within 60 days of a meeting.**
  - Without annual meetings and reports, the project may be terminated early for inactivity. Also, will not authorize/approve future meetings in NIMSS if any reports are missing.
- **We want to showcase our multistate portfolio as "more than the sum of its parts**", so annual reports should follow the Appendix D format and be **multistate in focus**, showcasing mainly **collaborative** efforts, with good linkages across states and entities external to agricultural experiment stations (i.e. industry, non-profits, federal agencies, etc.).
  - No lists of individual station reports.
  - A few, significant single-state accomplishments can be included if they occurred as a result of the multistate project.
- **Use example collection template to collect info from individual state members**, then use that data to create project's annual report.
- **Follow impact writing guideline worksheets at** https://www.mrfimpacts.org/impact-writing-workshops
- **AAs or those with editing access on project can upload reports to NIMSS via Meetings/Reports > Reports > Draft/Edit Report**.
  - Visit https://www.nimss.org/ and log in to access this function.
- **Check out NC1193 for a great example** of a concise, collaborative, multistate annual report here: https://www.nimss.org/seas/51225

# **Meeting procedures:** general overview

- Meetings will be conducted with Roberts Rules of Order [RONR (11th ed.), p. 15, ll. 21-2; pp. 580, 588]. These rules are Quorum is defined as 50% of members are present. Motion is used to bring business brought before the group.
  - Monthly conference call agendas will be sent out via e-mail in advance to the multi-state listserv and will be prioritized by the 5-year multi-state objectives and estimated timelines for completion. Members can request additional items be added to the agenda as needed.
  - At the annual meeting, priority will be placed on objectives and associated timelines to accomplish multi-state project goals as a collaborative group.
  - As new university representatives join the group, they are encouraged to contact the researcher who has taken the lead on particular objectives of interest.

# **Publications & presentations:** Reminders

- Each publication (journal article/abstract etc.) and/or presentation that addresses the NC1193's main objectives should name the state PIs as authors if they have made a substantial contribution to the collection, analysis of data, and critical editing of the manuscript.
- Others who have played leadership roles in gathering or analyzing NC1193 data (e.g., a primary statistical consultant or a graduate student who coordinated a critical component of the research) should also be included as authors, if relevant.
    - Data related to a given state will be used for theses, articles, presentations etc. at the state's discretion. Authorship associated with such materials is at the state's discretion.
    - The cost of submitting an abstract or poster to a scientific meeting will be borne by the senior author.
    - Sharing page charges that exceed $100 will be negotiated among authors and their representative states.
    - Each lead author is responsible for filing an archival copy of publications that use NC1193 data or intellectual property (e.g., focus group manuals) in their state's annual report on the multistate website.

All NC1193 publications and related materials should give credit to the multistate project and other relevant grants.
Example:
*This report is based upon research conducted and supported by the State Agricultural Experiment Station North Central Research Project NC1193: Promotion of Health and Nutrition in Diverse Communities of Emerging Adults with the Agricultural Experiment Stations in Alabama (Auburn), California, Florida, Kansas, Kentucky, Maine, Mississippi, Nebraska, New Hampshire, New Jersey, Ohio, Rhode Island, South Dakota, Texas, and West Virginia participating. University of Tennessee is also a participating university.*

# **Organization/Governance -** expectations of members

**Each member* will**:

- Be on at least one subcommittee related to committee management and one subcommittee related to research activities.
- Participate regularly in teleconferences (*at least 50% of teleconferences during the academic year*).
- Lead state-specific research activities.
- Participate in attempts to secure external funding to support multi-state research objectives. Members of the technical committee should be invited to join the grant proposal as funding allows.
    - As grant RFA's are identified that match various multi-state objectives, state teams will likely need to work on different funding opportunities.
    - It is expected that groups are to be as inclusive of all members as possible.

***** *There can be only one official representative per station/institution that will be considered head (listed as head on Appendix E form and have voting rights). Additional Individuals from the same institution can become members, help with components of HCRC and be listed on appendix E, but will not be considered head/official station representative.* https://www.nimss.org/appendix_e/project?id=17939

# **Organization/Governance -** expectations of members continued

- To maintain a successful and productive multistate research group, members are expected to actively participate in, collaborate, and contribute to the HCRC research and administrative activities.
- Each member will be on at least one subcommittee related to committee management and one subcommittee related to research activities, participate in regularly scheduled teleconferences, and lead state-specific research activities.
- Members who choose not to actively participate will be asked to resign from the HCRC group, and the NC1193 Administrative Advisor will contact that member's Ag Experiment Station Director.
  - Active participation is defined as participating in at least 50% of teleconference calls (during the academic year (*summer month meetings are considered voluntary as not all members are on 12-month appointments*) and contributing to the collaborative research and administrative activities.
- Consideration for termination of group membership due to inactive status will be presented on the agenda and discussed by full group membership followed by a vote by the full membership at the next group meeting (face-to-face or teleconference).
  - If a vote is in favor of member termination, a request for formal removal from the project will be made to the respective State Ag Experiment Station Director and the regional NIMSS system administration.

*This language was approved at regional level and is listed on the NC1193 webpage at:*
*https://www.nimss.org/projects/view/mrp/outline/18802*

# **Adding new members:** AES vs. Non-aes institutions

- **Institutions with State Ag Experiment Stations (SAES)**
  - Requests to join an on-going multistate research project must originate with the administrator (SAES Director) of the proposed member's institution. Individuals that are members of institutions with a SAES can be added to the multi-state research group at any time. However, if there is already a faculty member from the same institution listed, the original member is considered the official representative. There can only be one official representative per station.

- **Non-SAES Institutions**
  - To allow for acquisition of new researchers with specific skills necessary for a research project, any multi-state research team member can request a special election for admission of a new research team member at any time.
    - The nominating multi-state team member must send a CV of the proposed team member (who has agreed to be considered to become a member of the multi-state research team) to the chair. The chair will distribute the submitted CV to the full multi-state research team.
    - A quorum of members of the multi-state research team will discuss the submitted CV and hold a vote for membership to the multi-state research team. The vote may be conducted via written or electronic ballot. Completed ballots will be collected and votes tabulated by the chair.
    - A majority vote to determine whether new members are elected to be part of the group (either during renewal time or special election) will be a 2/3 affirmative vote of total membership; if a member does not vote it is considered an abstention and counts as a no.

# **Appendix E Updates:** participant information list

- **Welcome to new members!**
  - New member from UK: Sara Maksi
- **Members that need to be removed from list:**
  - **Karla?**
- **Other updates/questions?**

Appendix E Participant information for NC1193 project listed at: https://www.nimss.org/appendix_e/project?id=18802; Cross referenced information on participants with meeting agenda participant list.

# Administrative Executive committee

Chair, Chair-elect, Secretary, Secretary-elect
length of duty* is 1 year (Oct 1 – Sept. 30).

- **Previous Chairs/Secretaries:**
  - 2006-2007: Sue Nitzke/Bea Phillips
  - 2007-2008: Bea Phillips/Tanda Kidd
  - 2008-2009: Tanda Kidd/ Sharon Hoerr
  - 2009-2010: Kendra Kattelmann/Karla Shelnutt
  - 2010-2011: Tanya Horacek/Melissa Olfert
  - 2011-2012: Sarah Colby/ Karla Shelnutt
  - 2012-2013: Karla Shelnutt/Gale Carey
  - 2013-2014: Onikia Brown/Lisa Franzen-Castle
  - 2014-2015: Melissa Olfert/Kendra Kattelmann
  - 2015-2016: Lisa Franzen-Castle/Karla Shelnutt
  - 2016-2017: Tanda Kidd/Geoff Greene
  - 2017-2018: Jesse Morrell/Onikia Brown
  - 2018-2019: Onikia Brown/Terezie Mosby
  - 2019-2020: Kendra Kattelmann/Melissa Olfert
  - 2020-2021: Melissa Olfert/ Jade McNamara
  - 2021-2022: Terezie Tolar-Peterson/Jesse Morrell
  - 2022-2023: Jade McNamara/Makenzie Barr-Porter
  - 2023-2024: Makenzie Barr-Porter/Irene Hatsu
  - 2024-2025: Erin McKinley/Kristin Riggsbee

- **Chair/Secretary: 2025-2026**
  - Chair: Kristin Riggsbee
  - Secretary: Rahel Mathews/ Stephanie Rogus

- **Chair/Secretary-Elect: 2026-2027**
  - Chair-Elect: Beth Racine
  - Secretary-Elect: Pablo (?) or Rahel/Stephanie

- **Chair/Secretary Elect-Elect: 2027-2028**
  - Chair-Elect-Elect: Melissa Olfert
  - Secretary Elect-Elect: Carol Byrd-Bredbenner

**Organize the monthly meetings, ensure annual reports and 5-year report are submitted, keep Appendix E up-to-date, and assist with planning the annual meeting. During a renewal submission year, submit content through the NIMSS portal according to deadlines.*

# Subcommittees

*All have a chair, chair-elect,  and secretary with meetings RPN*

- **Administrative**
  1. Policies, Procedures, Reports (5-year), and Awards
  2. Information, Data, and Outputs (also Website)
  3. Program Planning Committee (annual meeting)

- **Full Group (changing with the next 5 years)**
  - Healthy Campus Index Working Group
    - Sub-focus areas: HCEA, Mental Health, and Food Security
  - BEPS Community & Environment
  - Conference Planning Committee (USDA grant)
  - Renewal Writing Committee (active during last 2 years of 5-year project)
  - Big Data (funding identification & application)

- Goals
  - Each multi-state team member participates in one (or more) administrative committee and one (or more) full group subcommittee, as well as grant initiatives.
  - Goal is to have at least three but not more than ten members per administrative and full group committee.
- Reporting out: Reports are given at the monthly meetings and annual reports are given at the multi-state annual meeting.

# Policies, Procedures, Reports (5-year), and Awards Subcommittee

Length of Duty: Three years with option for additional 3-year term.

- **Current Membership**
  Chair: Jade McNamara
  - Secretary: Melissa
  - Members: Onikia, Lisa M., Renee, Kristin

- **Membership going forward:**
  - **Chair:** Erin
  - **Chair-Elect:**
  - **Members:** Melissa, Onikia, Lisa M., Kristin , Renee

- **Charge:** Maintain and update policies and procedures document, assist with award submissions, compiling 5-year termination report, and acts as a liaison with NIMSS system administrator.

# Information, Data, and Outputs Subcommittee

Length of Duty:  Two years

- **Current Membership** *(based on monthly meeting minutes)*
  - Chair: Jesse
  - Secretary: Jade
  - Members: Carol, Geoff, Kathleen, Jaapna, Rahel, Sumathi, Priscilla, Meng
- **Membership going forward:**
  - **Chair:** Jaapna
  - **Secretary:** Priscilla
  - **Members:**  Carol, Geoff, Kathleen, Rahel, Jade, Sumathi, Meng

**Charge:** Oversee Publications and Presentations, website and manage existing datasets; identify statistical needs and experts; Manage technology and computer training procedures; facilitate training programs. Keep data management and sharing ground rules document up-to-date.

**Program planning committee (annual meeting)**
Length of duty: two years

- **Membership:**
  - Chair: Kristin
  - Secretary: Jade
  - Members: Sarah, Makenzie,  Amelia, Erin, Beth, Stephanie, Irene, Pablo, Emma

**Charge:** Plan the Annual Meeting**,** maintain an instrument and tools directory, and provide training for members as needed. *Instrument and Tools Directory:* This will be housed on the multi-state website (www.multistatehcrc.com) and include training videos for projects and instruments developed by the group.

# Annual meeting (2026)

## Dates & location discussion

- **Previous Annual Meetings (2019-present):**
  - 2019
    - Dates: Oct. 8-12th
    - Location: New Hampshire (with option to join via Zoom as needed)
  - 2020
    - Dates: Oct. 6-8th
    - Location: Virtual
  - 2021
    - Dates: Oct. 5-6th
    - Location: Virtual
  - 2022
    - Dates: Oct. 25-27th
    - Location: Knoxville, TN (with option to join via Zoom as needed)
  - 2023
    - Dates: Oct. 16-20th
    - Location: Portland, Maine
  - 2024
    - Dates: Oct. 21-25th
    - Location: Lexington, KY
  - 2025
    - Dates: Oct. 27-31st
    - Location: Portsmouth, NH

- **Future Annual Meeting:**
  - **Location:** NC/TN
  - **Priority Dates:** Oct. 5-9

  - **Alternative Dates:**

**Need to make sure and request prior approval for annual meeting with Admin Advisor in early spring 2026.*

**Dates to avoid:**

- FNCE 2026 – Oct. 24-27th
- US Holiday 2026 – Oct. 12th
- APHA 2026- Nov 1-4th

# Additional subcommittees

## BEPS Community & Environment Committee

- **Chair:** Elder
- **Secretary:** Jamie
- **Members*:** Karla, Geoff, Lisa F.C., Onikia, Tanda, Makenzie, Sarah, Kendra, Tanda,  Anne, Jade, Melissa, Terezie, Irene, Shovon

**Open to all members – names listed based on monthly meeting minutes.*

# Additional subcommittees
# **Healthy Campus Index**

- **Chair:** Anne
- **Secretary:** Ian
- **Members:** Wenjun, Carol, Jesse, Melissa (mental health sub-focus), Jamie, Elder, Onikia (food security sub-focus), Irene, Karla (HCEA transition)

*Open to all members