

Chapter II

Organizational Setting

II.A External

CEPH Criterion

The School shall be an integral part of an accredited institution of higher education and shall have the same level of independence and status accorded to professional schools in that institution

External Organizational Setting

CEPH Expected Documentation

- 1 A brief description of the institution in which the School is located, along with the names of accrediting bodies (other than CEPH) to which the institution responds
 - 2 An organizational chart of the University indicating the School's relationship to the other components of the institution
 - 3 A description of the School's relationship to the University's system of governance, to amplify the diagrammatic representation, including budgeting and resource allocation; personnel recruitment, selection, and advancement; and establishment of academic standards and policies
 - 4 Assessment of the extent to which this criterion is met
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Overview of the University

Founded in 1876, The Johns Hopkins University is a private, research-oriented institution, the first of its type in the United States. The University’s mission is “to educate its students and cultivate their capacity for lifelong learning, to foster independent and original research, and to bring the benefits of discovery to the world.” The dual focus on education and research, and sharing the end products of these interrelated activities with a global audience, is entirely consistent with the mission and goals of the Bloomberg School of Public Health. Johns Hopkins faculty and students work in and come from every corner of the world and carry the benefits of academic discovery and practice to those locations.

University and School Accreditations

The University is fully accredited by the Middle States Commission on Higher Education. The Schools of Medicine and Nursing are also fully accredited, as are four academic programs at the School (Table II.A.1, Appendix II.A.1 Letters of Accreditation).

Table II.A.1 Status of University, Schools of Medicine, Nursing, and Public Health Accreditation

Fully Accredited Academic Unit	Accrediting Body	Current Period
The Johns Hopkins University	Middle States Commission on Higher Education	2004 - 2009
School of Medicine	Liaison Committee on Medical Education (LCME)	1999 - 2006
School of Nursing	Commission on Collegiate Nursing Education (CCNE)	2003 - 2008
	National League for Nursing Accreditation Commission, Inc. (NLNAC)	2003 - 2010
Bloomberg School of Public Health	Council on Education for Public Health	1999 - 2006
• General Preventive Medicine Residency Program	Accreditation Council for Graduate Medical Education (ACGME)	2006 - 2011
• Occupational Medicine Residency Program	Accreditation Council for Graduate Medical Education (ACGME)	2002 - 2007
• Professional MHS Program in Health Finance and Management	Commission on Accreditation of Healthcare Management Education (CAHME)	2004 - 2007
• Professional MHS Program in Occupational and Environmental Hygiene (Industrial Hygiene)	Accreditation Board for Engineering and Technology, Inc. (ABET)	2001 - 2006

Appendix II.A.1 contains a copy of the most recent accreditation statements of The Johns Hopkins University, the Schools of Medicine and Nursing, and the School’s four separately accredited programs

Organization of the University's Academic Divisions

The University has eight academic divisions, including the Bloomberg School of Public Health, and one non-academic division, all located in the greater Baltimore-Washington area. The University is highly decentralized. Each division is managed separately and is headed by a dean or director who reports to the University Provost. The divisions do, however, share systems for human resources (e.g., staff recruitment) and financial management and accounting. The divisions enjoy close relationships with each other. Faculty hold joint appointments across divisional boundaries, shared research is conducted by faculty from different divisions, and some academic programs span two or more schools.

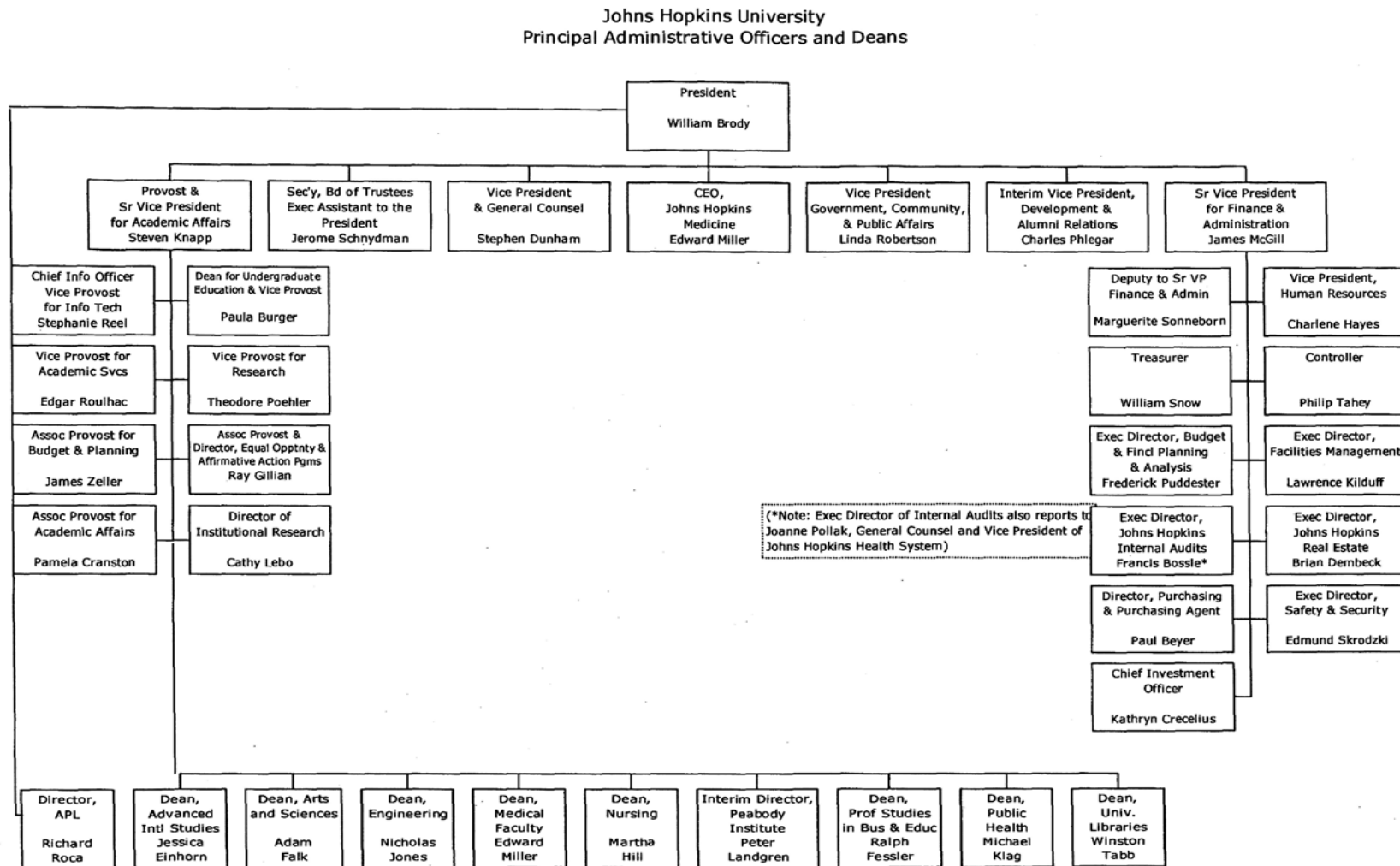
The University has enjoyed a stable administration; both President William Brody and Provost Steven Knapp were appointed in 1996. The University's President has ultimate responsibility for the overall academic and financial health of the institution and is accountable to the Board of Trustees. The University's organizational chart (Figure II.A.1) includes the names of the University's key leaders.

Academic Policies and Procedures: Each academic division sets its own policies and procedures for faculty appointments and promotions, as well as for the development and oversight of its academic programs, with several exceptions. The Johns Hopkins University Graduate Board oversees the Doctor of Philosophy (PhD) degree. The Graduate Board members are drawn from the PhD-granting divisions, including two faculty members from the School of Public Health. Secondly, the University deans, collectively, are asked to review all new and substantively revised academic programs, promote collaboration and interaction among the academic divisions where appropriate, and avoid duplication and substantive overlap. Thirdly, the University's Board of Trustees is responsible for conferring tenure on professors, based on the recommendations of the School's Advisory Board. Lastly, the University receives some public funding from the State of Maryland. In return, there are several additional reporting requirements to which the School and University must adhere.

University Finances: Tuition, sponsored activities of the faculty, and endowment funds are managed at the divisional level, subject to oversight by the President and Provost. A portion of funds generated by each division goes to the University's central administration to support the President's Office and other University-based activities. The remainder of revenue produced by the division stays at the divisional level. This model is advantageous in that the efforts of each member of the School's community translate into resources that, for the most part, remain in and are managed by the School. Furthermore, the decentralized financial and administrative structure of the University enables faculty, staff, and students to identify most closely with the core missions of their respective divisions.

External Organizational Setting

Figure II.A.1 Organizational Chart of The Johns Hopkins University



As of Feb 13, 2006

Relationship to the University's Schools

Schools of Medicine and Nursing: While each academic division of the University has a unique culture, the Bloomberg School of Public Health is synergistically linked with the Schools of Medicine and Nursing. Their geographic proximity in East Baltimore, shared orientation to health and its underlying sciences, similar academic calendars, and common reliance on external support for scholarly activities lend themselves to a multitude of sustained collaborations. The School is also closely linked to the Johns Hopkins Hospital/Health System, a separate corporation. The relationship between the Hospital/Health System and the School of Medicine is necessarily close, with an overarching governance structure called Johns Hopkins Medicine. Presently, the CEO of Johns Hopkins Medicine also serves as the Dean of the School of Medicine.

The schools collaborate on several degree programs. The Schools of Nursing and Public Health offer the combined Master of Public Health/Master of Science in Nursing (MPH/MSN) degree. The Schools of Medicine and Public Health jointly oversee the Graduate Training Programs in Clinical Investigation that offers the MHS and PhD degrees. Since the last self-study, History of Medicine, Science, and Technology doctoral students from the School of Medicine may concurrently earn an MHS degree in International Health.

Other University Schools: Since the last self-study, the School has collaborated with the School of Professional Studies in Business and Education to develop the combined Master of Public Health/Master of Business Administration (MPH/MBA) program. In 2005–2006, the School's Department of Health Policy and Management and the School of Engineering launched a program that leads to the MHS degree in Health Policy and a Master of Science in Security Informatics (MSSI). The Department of International Health and the School of Advanced International Studies continue to offer the combined MHS and Master of Arts (MA) in International Studies program. The School also has a long-term collaboration with the School of Arts and Sciences to strengthen the undergraduate Public Health Studies Program. This pre-professional major has expanded significantly with the increased involvement of the School's faculty (Chapter V.G Combined Degree Programs). Our collaborative research activities with almost every division of the University continue to expand as well.

Assessment

Strengths

- Within The Johns Hopkins University, the Bloomberg School of Public Health is an autonomous academic division
- The School's Dean is on equal footing with other deans in University-wide decision making
- The School sets its own strategic direction, develops and oversees its academic programs, recruits and promotes faculty, and manages its financial resources
- The decentralized organizational structure of the School and University encourages entrepreneurial and innovative activity, including inter- and intradivisional collaborations to develop academic, research, and practice programs

Challenges

- Understanding the cultures, structures, and processes of different University divisions when developing inter-School collaborations

Plans

- Continue to develop collaborative relationships across the University that promote shared academic and scholarly initiatives
- Continue developing interdisciplinary academic programs as per the external environment and interest by faculty and current and prospective students

The criterion is met

Chapter II

Organizational Setting

II.B Internal

CEPH Criterion

The School shall provide an organizational setting conducive to teaching and learning, research, and service. The organizational setting shall facilitate interdisciplinary communication, cooperation, and collaboration and shall foster the development of professional public health values, concepts, and ethics, as defined by the School

Internal Organizational Setting

CEPH Expected Documentation

- 1 An organizational chart of the School, indicating relationships of its component departments, divisions, or other units, with the administration of the School and its components
 - 2 Description of the relationships indicated in the diagrammatic representation
 - 3 Description of the manner in which interdisciplinary coordination, cooperation, and collaboration are supported
 - 4 Definition of the professional public health values, concepts, and ethics to which the School is committed and a description of how these are operationalized
 - 5 Identification of written policies that are illustrative of the School's commitment to fair and ethical dealings
 - 6 Assessment of the extent to which this criterion is met
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Overview of the School

As discussed earlier (Chapter II.A External Organization), the Bloomberg School of Public Health is autonomous with respect to setting strategic direction and priorities, development and oversight of academic programs, faculty recruitment and promotion, and responsible fiscal management. The School accomplishes its mission through the collaboration of the academic departments, deans, and ancillary services, and with the advice of external boards.

Academic Departments: Within the School, each of the 10 academic departments serves as a locus for academic, research, professional practice, and service activities (Exhibit II.B.1 Department Profiles). Each department is headed by a chair who reports directly to the Dean (Figure II.B.1). The chair is responsible, through consensus building among the faculty, for developing and overseeing academic programs, general strategic goal setting for the department's research and practice programs, mentoring faculty, and providing the managerial expertise needed to achieve those aims.

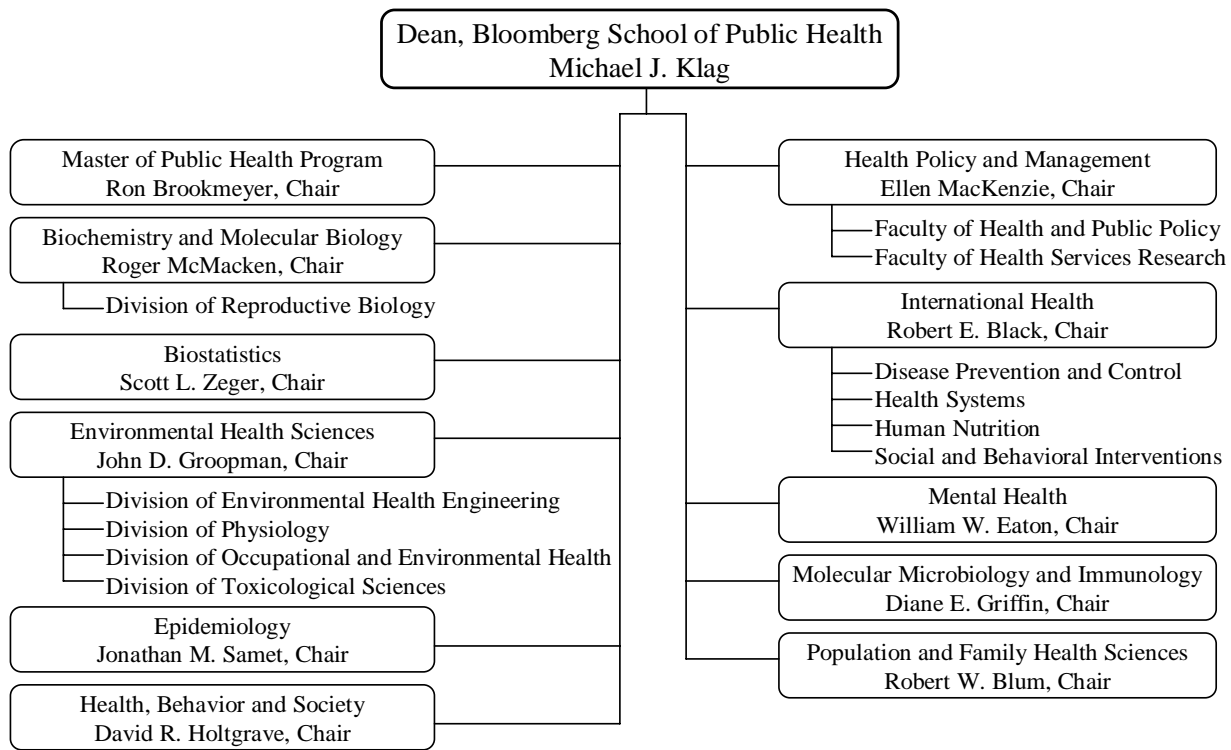
The structures of academic departments vary (Figure II.B.1). Some departments function as a whole, while faculty in other departments are organized by research interests and disciplines in formal divisions or program areas led by a division or program director. The director's responsibilities vary but include, at a minimum, oversight of academic programs and faculty mentoring.

Several departments have undergone significant change since the last self-study. In 1998, the Departments of Population Dynamics and Maternal and Child Health merged because they shared closely related missions and goals, especially with regard to their educational programs. They formed the Department of Population and Family Health Sciences. The Department of Health, Behavior and Society was established in 2005 to provide a dedicated academic home and more visibility for behavioral sciences in the School (Chapter III Governance).

Academic Programs: Except for the MPH Program and the Graduate Training Programs in Clinical Investigation, all academic programs are offered by one or more of the academic departments. Each department has, at a minimum, one Master of Health Science (MHS) and one Doctor of Philosophy (PhD) program. Most departments offer more degree programs, consistent with their academic mission and sustainable faculty interests. The MPH Program is interdepartmental and its chair reports to the Dean (Figure II.B.1). The Graduate Training Programs in Clinical Investigation is overseen by a joint faculty committee of the Schools of Public Health and Medicine (Chapter V Instructional Programs).

Centers: There are approximately 50 centers and institutes within the School (Exhibit II.B.2 Missions of Centers). Most are based in one department, although several are shared by two or more departments or divisions within the University. Each center or institute reports to the chair(s) of the department(s) in which it is located.

Figure II.B.1 **Organizational Chart of the School's Departments and Divisions**



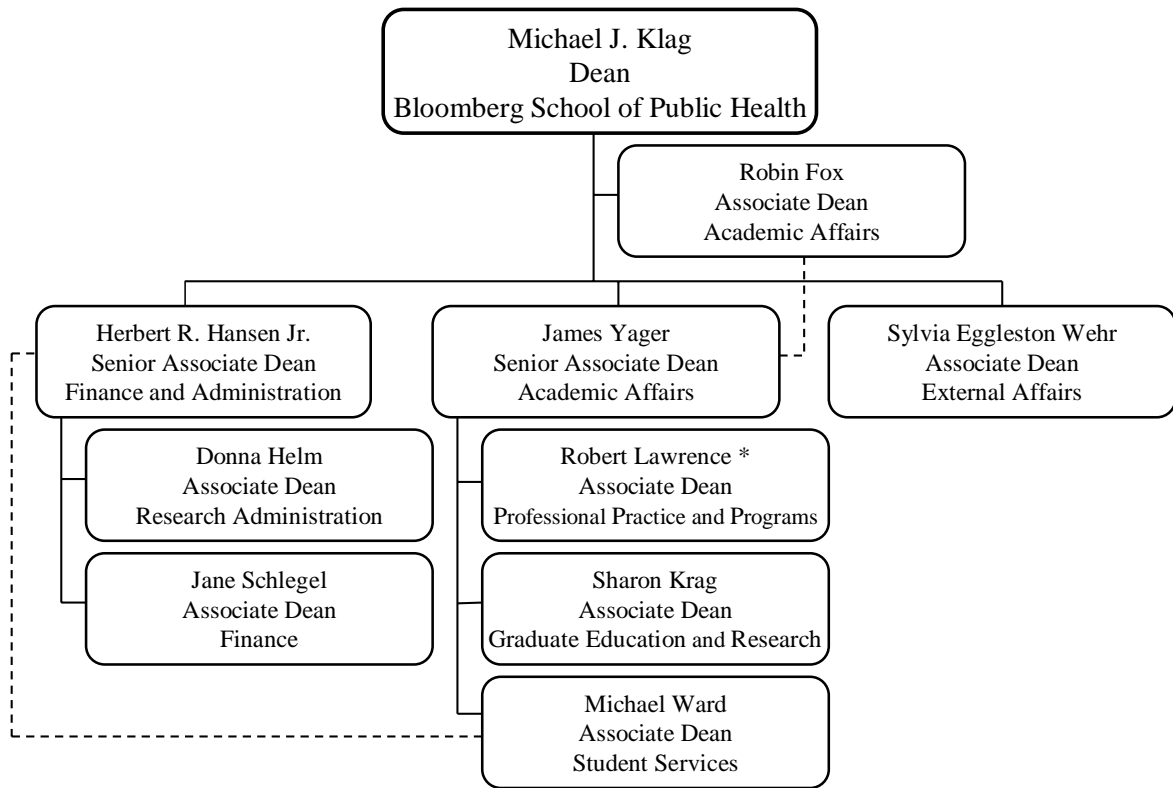
The centers and institutes are not included in the organizational chart; each center or institute reports to the chair(s) of the department(s) in which it is located

Deans: The mission of the School is supported by the deans, working with all constituencies of the School (Figure II.B.2). While the structure appears hierarchical on the organizational chart, in practice there is cooperation and sharing of responsibilities. Since the last self-study, the responsibilities of the deans have, in general, remained the same (Exhibit II.B.3 Responsibilities of Deans).

The deans work closely with faculty and departments on specific initiatives and serve on numerous committees, including the School's Advisory Board, department review committees, and search committees for department chairs (Chapter III Governance). At least half of the deans hold faculty appointments, and several are actively involved in scholarly research, practice, and/or formal instruction. The link between the faculty and deans is critical to the continual consensus-building process and communication that take place across the School.

Internal Organizational Setting

Figure II.B.2 **Organizational Chart of the School's Deans**



* Dr. Robert Lawrence, Associate Dean for Professional Practice and Programs, announced his intention to step down as of July 2006. The responsibilities of the position have evolved substantially since its creation in 1994, as has the School. The School is reviewing the position's responsibilities and where they fit in the organizational structure before recruitment begins

External Boards: Two external boards, the Health Advisory Board and the Alumni Advisory Council, serve in an advisory role to the Dean (see Appendix III.1 Committee Membership). Many centers and training programs also have external advisory boards.

Health Advisory Board: This board was established to provide a dialogue between external audiences and the School's Dean and faculty. Board members include University trustees; individuals from corporations, foundations, and private organizations; and others with specific interests in the School's research, education, and professional practice programs. The Health Advisory Board brings its members' diverse interests and expertise to issues critical to the success of the School, increases the School's base of support, and serves in an advocacy role. The Board meets at least semiannually.

Alumni Advisory Council: The Council's 40-plus alumni represent a broad spectrum of geographic regions and public health careers. It meets once a year with the Dean and selected faculty members to advise the School on factors influencing its mission and direction. For example, in 2005 the Council provided valuable input vis-à-vis the possible development of a part-time Executive DrPH program. The Council has also discussed ways to improve

communication with US and international alumni and has been very supportive of the School's efforts to host international meetings for our graduates. Many individual members are also involved in other activities of the School, such as mentoring students in workplace internships and serving as an informal network for recent graduates.

Other External Boards: In addition to the Dean's external advisory boards, many of the School's centers and training programs have external advisory boards comprised of members of the communities they serve, faculty from other institutions, and representatives from government and private organizations. These advisory boards serve as vital networks that provide important input and feedback regarding activities of the center or program and to the School more broadly.

Interdisciplinary Collaboration

Consistent with the nature of public health, the School's environment supports interdisciplinary collaboration in scholarly activities across the School and University and with external partners. There are no barriers—financial, administrative, or academic—to collaboration among professorial faculty in research or professional practice. Most academic departments are interdisciplinary: the faculty are a mix of social scientists, quantitative scientists, epidemiologists, and, in some cases, laboratory-based scientists. Many professorial faculty have appointments in more than one department of the School and/or in other divisions of the University.

Academic Programs: Interdisciplinary academic programs have always been a hallmark of the School and reflect the diverse disciplines of the faculty. Faculty enrich students' experiences and promote interdepartmental and interdisciplinary collaboration; they easily cross department lines to advise, serve on oral examination and defense committees, co-teach courses, and co-direct academic programs. Since the last self-study, we have developed several new curricula and programs that foster interdisciplinary approaches to public health problems. For example, the Molecular Epidemiology program enables doctoral students in laboratory science departments to earn a masters degree in Epidemiology, and doctoral students in Epidemiology to obtain a laboratory-based masters degree (Chapter V.A Degree Programs).

Research: Interdisciplinary and interdepartmental research is facilitated through a variety of mechanisms. As noted earlier, most departments are themselves interdisciplinary, many professorial faculty have joint appointments, and interdisciplinary academic programs facilitate research collaboration. The School has invested considerable resources to support research through the Faculty Research Initiatives Fund that specifically targets interdisciplinary and interdepartmental research. The fund was developed in 2003 following discussion among department chairs and deans (Chapter VI Research). The School's centers and institutes also foster interdisciplinary collaboration in research, as well as professional practice and service.

Internal Organizational Setting

Professional Practice and Service: Many of the School’s professional practice and service opportunities arise from its centers and institutes, several of which are interdisciplinary and span departmental lines. While some of the centers and institutes focus exclusively on professional practice and/or service, those with a research or educational focus also include practice and/or service activities. Other significant collaborative efforts include the Interdepartmental Program in Applied Public Health and the Student Outreach Resource Center (SOURCE) (Chapter VII Service).

Public Health Values, Concepts, and Ethics

The School’s commitment to ethical and responsible behavior is most evident in the *International Declaration of Health Rights* that was developed in 1991 by the School’s faculty, staff, and students in honor of our 75th anniversary. Graduating students recite the declaration at our commencement ceremonies each May. This moving occasion confirms, to the next generation of public health leaders and their families, the School’s dedication to public health values and improving global health and well-being. A copy of the declaration holds a prominent location on the School’s Web site (<http://www.jhsph.edu>) and appears on the face page of this self-study.

Ethical Conduct Policies: Formal policies regarding ethical conduct are shared with faculty, staff, and students as part of their orientation to the School (Chapter VI Research). Policies are included in student and faculty handbooks, through the Office of Human Resources, and on the School’s Web site or portal; they are listed below (Table II.B.1).

Table II.B.1 **School Ethics and Conduct Policies**

Policies	Web Site
Academic Ethics Code and Module	http://apps1.jhsph.edu/academicethics
Fraud in Research	http://www.jhsph.edu/schoolpolicies/ppm_faculty_7.shtml
Conflicts of Interest and Commitment	http://www.jhsph.edu/schoolpolicies/ppm_faculty_4_conflicts_of_interest.shtml
Allegations of Unsatisfactory Performance or Unacceptable Behavior among Faculty	http://www.jhsph.edu/schoolpolicies/ppm_faculty_8_handling_allegations.shtml
Student Conduct Code	http://www.jhsph.edu/schoolpolicies/policy_student_conduct.html
Student Grievance Procedure	http://www.jhsph.edu/schoolpolicies/policy_student_grievance_procedure.html
Faculty Grievance Procedure	http://www.biostat.jhsph.edu/~kbroman/Senate/rules/policies.html
Office of Human Resources and University Human Resources Policy Manual (staff conduct)	http://hrnt.jhu.edu/elr/pol-man

Training in Ethics: The School has a long-standing commitment to maintain the highest ethical standards among our faculty, staff, and students with respect to instruction, research, and appropriate behavior. Faculty, students, and key staff involved in human subjects research

must complete training modules on the protection of research subjects, and on HIPAA policies if conducting clinical research. Those using animals in research must complete a training module in animal research regulations (Chapter VI Research). All students must complete an online academic ethics module. Additional requirements include a course on the responsible conduct of research for academic degree students (PhD, ScD, ScM, and academic MHS) and at least one ethics course for DrPH students (Chapter V Instructional Programs).

In addition to required courses on ethics, the Department of Health Policy and Management offers a doctoral degree concentration and postdoctoral fellowships in bioethics. The Phoebe R. Berman Bioethics Institute is the University's multidivisional center for research, education, and policy development in bioethics. Its director and one of its two deputy directors hold primary academic appointments in the School. In addition, the School's Center for Public Health and Human Rights uses an advocacy and human rights approach to public health problems.

Assessment

Strengths

- Small organizational units within the School, such as departmental divisions and centers, foster development of institutional loyalties
- Diverse and active external advisory boards broaden the School's perspectives and increase its base of support
- The School has well-articulated policies and effective methods of communicating these policies to its constituencies
- Interdepartmental collaborations within the School are encouraged and facilitated by frequent discussions among the deans and chairs
- The School's commitment to ethical and responsible behavior is articulated in the *International Declaration of Health Rights*, and through its policies and faculty, student, and staff training

Challenges

- Faculty, students, and staff may experience "information overload" as the size of the institution grows and the regulatory/compliance environment becomes increasingly complicated

Plans

- Continue to strengthen communications with faculty, staff, and students regarding School policies
- Assess effectiveness of School policies and modify as needed
- Review the professional practice activities and portfolio of the position of Associate Dean for Professional Practice and Programs

The criterion is met

Biochemistry and Molecular Biology

Chair: Roger McMacken, PhD

History and Organization: The current department traces its roots to the Department of Chemical Hygiene, one of the original departments in the School. The first professor in Chemical Hygiene, Dr. E.V. McCollum, was the discoverer of vitamin A and co-discoverer of vitamin D. He also found that childhood rickets was caused by a vitamin D deficiency. In addition to his scientific and administrative work as the chair of the Department of Chemical Hygiene, Dr. McCollum also communicated his findings, and the findings of his faculty, to the public. The department is organized as a single unit with no divisions.

Mission: As an integral part of the Bloomberg School of Public Health, the Department of Biochemistry and Molecular Biology has a tripartite mission. Its primary academic role is educating a variety of students throughout the School and University. Biochemical and molecular biological approaches have found increasing application in many areas relevant to public health, including oncology, infectious diseases, environmental biology, virology, parasitology, molecular epidemiology, genetic epidemiology, reproductive biology, neurodegenerative diseases, and aging. Second, the department conducts a comprehensive training program that develops rigorous and imaginative PhD biochemists and molecular biologists. Finally, the mission of the department is to conduct outstanding research to advance scientific knowledge that is directly or indirectly relevant to important public health problems.

Major Accomplishments: The department has outstanding research in many areas of biochemistry and molecular biology, including basic biochemistry and enzymology, especially of DNA/ RNA-protein interactions, biochemical nutrition, bio-organic chemistry, biophysics, cell biology, and molecular genetics. Many researchers in the department are involved in cancer research, and an NCI training program for doctoral students is a major activity of the department. Research in the areas of signal transduction, apoptosis, gene regulation and silencing, molecular chaperones, DNA repair, and ubiquitin and SUMO-mediated proteolysis and signaling are underpinnings of work in basic cancer biology. Other areas of focus include mechanisms of genetic and epigenetic gene regulation in plants, DNA replication, RNA splicing, nonhomologous DNA recombination, reproductive biology, and reproductive aging. The department teaches a number of courses on molecular aspects of carcinogenesis and of public health. Two courses, Genomics for Public Health and Introduction to Cell Biology, were developed for the School's new Molecular Epidemiology program. The department is involved in teaching programs throughout the School, conveying the mechanistic, biochemical, and molecular biological underpinnings of public health.

Biostatistics

Chair: Scott Zeger, PhD

History and Organization: The Department of Biostatistics is the first academic department of biostatistics in the country. It has its origins in the Department of Biometry and Vital Statistics, an original department of the School. Through its history, Biostatistics has had many distinguished faculty. Raymond Pearl advocated the use of logistic curves for population growth, W.G. Cochran developed many currently used sampling techniques and methods for observational studies, Jerome Cornfield settled the smoking-cancer debate, Paul Meier discovered the Kaplan-Meier curve, and D.B. Duncan developed one of the first and most popular methods for multiple comparisons. Today, the department's faculty are among the most cited in the mathematical sciences and continue the tradition of integrating research on foundations, methods, and applications.

The department is organized as one unit with no divisions. It has five key committees: management, graduate program, statistical education for public health professionals and scientists, computing, and intellectual environment. There are five interdisciplinary working groups on genomics, environmental biostatistics and epidemiology, longitudinal and survival data, causal inference, and statistical imaging. Faculty meetings are held bi-weekly.

Mission: The goal of the Department of Biostatistics, achieved through education, research, and professional practice, is to develop and apply statistical reasoning and methods for public health and biomedical research and ultimately, to advance the public's health. The department has achieved success by being an intellectual center for biostatistics research; defining biostatistics broadly, from foundations to methods to applications; providing the highest-quality statistical education to public health professionals and scientists; keeping the department size small enough so that faculty can operate as a committee of the whole and teach PhD students using an apprenticeship model; and recruiting talented young faculty and giving them support and freedom to achieve their full potential.

Major Accomplishments: The Department of Biostatistics has expanded its faculty by adding eight new primary appointments and six key joint appointments during the last decade. Its expanded research includes a substantial focus in molecular and population genetics. The PhD program has gained more visibility, with applications increasing from roughly 50 to 200 per year. Graduates continue to attract positions in leading biostatistics departments, government, and industry. The department has further diversified its introductory biostatistics sequences so that students can now choose from among four sequences offered seven times per year. The department also added a specialized sequence for laboratory students and a Web sequence for students participating online. The department created the Johns Hopkins Biostatistics Center that provides short-term consultations to complement faculty collaborations with biomedical and public health scientists. The center served nearly 300 clients last year. Finally, the faculty and student biostatistics research continues to excel, with more than 700 papers and books published in the last five years.

Environmental Health Sciences

Chair: John D. Groopman, PhD

History and Organization: The department in its present form dates back to 1976, when it was established through the merger of the Departments of Environmental Health, Environmental Medicine, and Radiation Sciences. The department is organized into four divisions: Toxicology, Physiology, Occupational and Environmental Health, and Environmental Health Engineering. It houses four research and education centers: the NIEHS Center in Urban Environmental Health, the Center for Water and Health, the Center for a Livable Future, and the Center for Alternatives to Animal Testing.

Mission: The Department of Environmental Health Sciences integrates diverse scientific disciplines in its quest to discover, translate, and disseminate new knowledge critical to understanding the impact of environmental factors on individuals and human populations; a goal that is central to public health. Paramount to the department's mission is a commitment to the education and training of public health professionals to solve environmental health challenges ranging in scale from molecular to global.

Major Accomplishments: Departmental research activities include the study of mechanisms underlying human exposure to environmental agents, differential susceptibility among people to toxicants and the effect on disease risk, the development of biomarkers reflecting adverse effects of environmental agents in people, and the application of this knowledge to the development of intervention strategies for environmentally exposed populations. Other department faculty focus on development of biomarkers and radiochemical tracers to quantify exposure and risk in people, environmental carcinogenesis, and chemoprevention of cancer and other chronic diseases. There is also research conducted on global problems that affect the local population such as environmentally-induced asthma and environmental and occupational exposures to lead, air pollution, and lung disease, as well as the development of the science and practice of industrial hygiene. In recent years, the department has proven its vitality and significance beyond the research bench through numerous outreach efforts. Faculty members have been involved in assessing air quality at the World Trade Center clean-up site, in assessing water and air quality at Red Cross shelters in Mississippi and New Orleans, in liver cancer prevention trials in China, and in helping Baltimore community organizations assess the impact of government and business practices on their health. The department has training grants funded by the National Institute of Environmental Health Sciences; the National Heart, Lung, and Blood Institute; and the National Institute of Occupational Safety and Health.

Epidemiology

Chair: Jonathan Samet, MD

History and Organization: This department is the largest departments of epidemiology in the world. It studies the distribution and dynamics of disease in human populations. The department is divided into nine programmatic areas: Clinical Epidemiology, Occupational and Environmental Epidemiology, Infectious Disease Epidemiology, Cancer Epidemiology, Cardiovascular Epidemiology, Clinical Trials Epidemiology, General Epidemiology, Genetic Epidemiology, and the Epidemiology of Aging. The department also serves as home for the Center for Clinical Trials, the Center for Autism and Developmental Disabilities, the Institute for Global Tobacco Control, the Center for Public Health and Human Rights, the Welch Center for Prevention Epidemiology and Clinical Research, and The George W. Comstock Center for Public Health Research and Prevention.

Mission: The mission of the Department of Epidemiology includes providing high quality education in epidemiology to prepare the next generation of epidemiologists, using the methods of epidemiology to investigate the etiology of disease in human populations in order to identify factors relevant to people and their environment that influence the occurrence of disease, advancing the use of epidemiology methods and evaluating the efficiency of new prevention and therapeutic modalities and of new organizational patterns of health care delivery, and developing the methodology needed for applying epidemiology to the formulation of rational policy and public health and clinical medicine. Finally, the department serves as a resource for epidemiological training and research for students and faculty in the other departments in the School.

Major Accomplishments: The major accomplishments in the department include expanding activity in cancer epidemiology and control with an emphasis on the needs of Maryland's population; activities in molecular and genetic epidemiology; AIDS research, both nationally and internationally; developing new strategies to evaluate tobacco control interventions; research into the development of autism; developing methods relevant to assessing outcomes and other consequences of health care reform; and improving the application of epidemiology in evaluating environmental health risks. The list of recent specific accomplishments includes the awarding of a \$2.5 million NIH Director's Pioneer Grant to Nathan Wolfe, an Assistant Professor in the department who combines methods from molecular virology, ecology, evolutionary biology, and anthropology to study the biology of viral emergence. The US Environmental Protection Agency recently awarded an \$8 million STAR (Science to Achieve Results) grant to establish a multidisciplinary center based in the department to study the health effects of particulate matter. In addition, the Institute for Global Tobacco Control (IGTC) has been designated a "collaborating center" of the Pan American Health Organization (PAHO) and the World Health Organization (WHO).

Health, Behavior and Society

Chair: David Holtgrave, PhD

History and Organization: The Department of Health, Behavior and Society was established in the summer of 2005. Its mission is dedicated to research and training that advances scientific understanding of the impact of the societal context and behavior on health. Planning began in May 2003, when the School announced the establishment of the new department with a \$20 million gift from an anonymous donor. The Behavior and Health Planning Committee and an external advisory board were formed to guide its development. The committee explored issues around behavior and health in a series of six symposia, Behavior at the Crossroads of Public Health. In May 2005, the School named David Holtgrave, PhD, a nationally recognized leader in HIV prevention and social science, as departmental chair. He joined the faculty in August 2005.

Mission: The department utilizes a multidisciplinary, multi-level approach to study the determinants of disease and injury, and to develop, test, and disseminate effective public health interventions. It is interested in the behavior of individuals, as well as in their genetic predispositions, social context, physical environment, and policy milieu. It emphasizes theoretical, methodological, and applied studies in three signature areas: social determinants of health and structural- and community-level interventions to improve health; health communication and education; and behavioral and social aspects of genetics and genetic counseling. Of most interest are public health challenges related to the leading international and domestic causes of death, as well as diseases and injuries that disproportionately impact racial, ethnic, and vulnerable communities. The department has a special responsibility to address public health challenges in its own locale—specifically, health issues that disproportionately impact urban communities, including HIV/AIDS, sexually transmitted diseases, substance use, cancer, violence, unintentional injury, cardiovascular diseases, diabetes, obesity, respiratory diseases, and emerging infectious diseases.

Major Accomplishments: In the summer of 2005, 20 Department of Health Policy and Management faculty transferred to the department; they were joined by faculty from other departments a year later. The first faculty members recruited from outside the University are expected in the fall of 2006. As a result of faculty recruitment, the new department will become one of the strongest behavioral sciences departments in the US, attracting outstanding students. During its first year, 36 masters and 31 doctoral students enrolled in the department, six additional doctoral students transferred from other departments, and the number of PhD applicants more than doubled.

The Center for Communication Programs transferred from the Department of Population and Family Sciences in the summer of 2006. The center provides a strong health communications presence in Baltimore and 32 field stations around the world. The merger will help solidify the department's position as a strong research and teaching entity both globally and in the US, and ensure it has one of the leading health communication programs in the world.

Health Policy and Management

Chair: Ellen J. MacKenzie, PhD

History and Organization: The Department of Health Policy and Management traces its origin to 1916 and the early leadership of Sir Arthur Newsholme. Until the mid-1970's it was called the Department of Public Administration. It was the birthplace for other departments in the School, including International Health; Population and Family Sciences; Health, Behavior and Society; and Mental Hygiene. With the merger of the Department of Health Care Organizations (formerly Medical Care and Hospitals) in 1974, the department was renamed Health Services Administration. In 1984, Health Services Administration merged with the Health Services Research Center to form the Department of Health Policy and Management under Karen Davis, PhD. In 1985, the department moved to Hampton House, and in 1987 the School decided to merge the Department of Behavioral Sciences and Health Education into the department. In 1994, Donald Steinwachs, PhD became the chair, and the department consisted of three faculties: Health and Public Policy, Health Services Research, and Social and Behavioral Sciences. In 2005, the faculty of Social and Behavioral Sciences became its own department again. The Department of Health Policy and Management is currently organized into two faculties: the faculty of Health Services Research and the faculty of Health and Public Policy; each is headed by an associate chair elected by the faculty.

Mission: The Department of Health Policy and Management seeks to improve health and prevent disease and disability through the education of future public health leaders and through research on the causes and possible remedies of significant public health problems facing our nation and other industrialized countries. The department seeks to improve our capacity to identify policy options that promote and protect the health status of populations; strategies that improve access to health and preventive services, particularly among the most vulnerable; methods that enhance the effectiveness and efficiency of health care for medical and mental illnesses; and models for improving the financing, organization, and delivery of preventive and curative health services.

Major Accomplishments: Much of the research of the department is focused in 14 research centers, each with its own focus. Areas of research emphasis within the department include

- The analysis of policy options and evaluation of the effects of policy changes on the health of individuals and populations
- Evaluation of alternative approaches to the organization, financing, and delivery of health care services and their impact on access, quality of care, patient outcomes, and cost
- Development and evaluation of models for community-based planning of preventive and health care services to improve access, appropriateness, and local accountability
- Development of new and improved methods for measuring the health and well-being of populations and individuals, risks to health, and characteristics of health services provided to individuals and populations that reflect access to care, as well as its quality and cost

International Health

Chair: Robert E. Black, MD

History and Organization: The Department of International Health was established in 1961. The department reflects the School's long-standing interest in the needs of international agencies and national governments for teaching and research in international health. The department is divided into four academic program areas: Disease Prevention and Control, Human Nutrition, Health Systems, and Social and Behavioral Interventions.

Mission: The mission of the Department of International Health is to understand the health problems of people residing in developing countries or in under-served areas in the United States, and to define affordable means of health improvement through appropriate health services or behavioral changes. To achieve this mission, the department conducts research and provides educational programs for research scientists and public health professionals who will assume positions of leadership in the future. The department focuses its interdisciplinary efforts on the health of disadvantaged populations, drawing on the techniques and perspectives of anthropology, biostatistics, communications, economics, epidemiology, immunology, management, microbiology, medicine, nutrition, and vaccine development.

Major Accomplishments: The department has a strong research program in the prevention and control of major infectious diseases of children (such as diarrhea and acute respiratory infections) and other important infectious diseases affecting developing countries and other under-served populations, such as vaccine-preventable diseases, tuberculosis, HIV, and vector-borne diseases. It also has extensive research in the development and evaluation of new vaccines and international and national vaccine policies. The department maintains a strong research focus on global nutrition issues such as breast-feeding, child feeding, maternal health and nutrition, micronutrients, obesity, diabetes, infection-nutrition interactions, and age-related nutritional needs. The department continues its work in assessment of health status of populations, development of interventions that represent cost-effective allocation of resources, continuous quality improvement in health services, and advancement of refugee health. The department continues to work in areas of methodology development and application, such as ecology of food and nutrition, dietary interventions, community-based control of vector-borne diseases, control of child health problems, community participation and participatory research methodologies, and combined qualitative and quantitative research methods.

Mental Health

Chair: William Eaton, PhD

History and Organization: Mental health has been an interest of the School since its origins; William Welch, the School's founder, was the first chair of the National Committee on Mental Hygiene. The Department of Mental Hygiene was established in 1962, and remains (with its new name) the first and only such department in the United States. It operates without a divisional structure.

Mission: The department's mission is to advance the understanding of the causes and consequences of mental and substance abuse/dependence disorders in order to improve health in the general population. Its central focus is on prevention and control of mental disorders and impairments. Mental disorders are disturbances of thinking, feeling, and acting that have a proximate cause in the human brain; they include mental disorders such as schizophrenia and dementia, and impairments such as mental retardation. Disturbances of feeling are emotional problems such as mood and anxiety disorders; and disturbances of behavior include misuse of alcohol, use of illicit drugs, and violence. The expression of mental and behavioral problems in humans is diverse. Most disorders involve problems of varying intensity in all three areas of cognition, emotion, and behavior. Mental disorders typically involve disruption of the social relations of the individual, are associated with neurological changes, and occur at all ages and in all social groups.

Understanding the causes and consequences of mental health and mental disorders from the public health perspective involves population-based research using a developmental framework. Prevention and control of mental disorders involves design and execution of intervention trials to prevent disorder in individuals who are currently healthy, as well as to minimize future consequences for those with current disorder or a history of disorder. Interventions for promotion of mental health are part of the department's mission, recognizing that good mental health protects against the onset of a variety of mental disorders, and is a valued outcome in itself.

Major Accomplishments: The department's educational focus is on masters, doctoral, and postdoctoral training. In the past decade, the department has had 65 MHS graduates, 57 doctoral graduates, and 75 postdoctoral fellows. The postdoctoral fellows include those in the Hubert H. Humphrey International Fellowship Program in substance abuse prevention, treatment, and policy for mid-career professionals from developing countries. Our graduates have taken key positions around the world in academic, government, and corporate settings. The department's leadership in public mental health research includes several large population-based cohort studies on the occurrence and natural history of psychiatric disorders in childhood, adulthood, and old age. The department is the nation's leading center for the development of mental health interventions in a wide variety of community settings, and at all stages of the life course.

Molecular Microbiology and Immunology

Chair: Diane Griffin, MD, PhD

History and Organization: This department has had a long history in the School involving numerous name changes over the years from the Department of Pathobiology to the Department of Immunology and Infectious Diseases, and most recently to the Department of Molecular Microbiology and Immunology. The foci of the department are infectious diseases and host responses to disease. It is organized as one unit without divisions.

Mission: The department's mission is to advance the understanding of the basic biological processes involved in pathogenesis, transmission, and prevention of infectious diseases. This includes fundamental molecular biology of viruses, bacteria, and parasites; basic immunological mechanisms; the biology of host/parasite interactions; and the biology and ecology of vectors harboring and transmitting infectious agents. In addition to outstanding research in these important areas, the department is committed to providing students of the School with educational opportunities, graduate training, and research experience in the study of infectious diseases and host responses to disease.

Major Accomplishments: The department has a strong research focus in viral infection studied at all levels, including human immunodeficiency, human papilloma, herpes, alpha, flavi, hanta, hepatitis, and measles viruses. It also has research strength in the areas of Lyme disease, tuberculosis, and Yersinia infection. There are also investigators studying various aspects of malaria, onchocerciasis, toxoplasmosis, helminth infections, schistosomiasis, and filariasis. Research in ecology of infectious diseases includes studies of rodent reservoirs and tick- and mosquito-borne diseases. Finally, immunological studies on autoimmunity and immune response to various infectious agents and vaccines are important research foci. These areas of research are complemented by teaching activities and the department teaches several courses that fulfill the biological requirement in the MPH curriculum.

Population and Family Health Sciences

Chair: Robert W. Blum, MD, MPH, PhD

History and Organization: The Department of Population and Family Health Sciences was formed in June 1998 by combining two departments: Population Dynamics and Maternal and Child Health. The department has a track structure for its academic program that includes: Child Health and Development (CHAD); Population and Health; and Reproductive, Perinatal and Women's Health (RPWH). In addition, the department is home to four centers/institutes: the Bill and Melinda Gates Institute for Population and Reproductive Health, the Center for Adolescent Health Promotion and Disease Prevention (CAHPDP), the Women's and Children's Health Policy Center, and the Hopkins Population Center, as well as the Rakia Project.

Departmental Mission: To advance public health science and practice globally and domestically in order to improve the health of women, men, children, adolescents, and the elderly, at both the family and the population levels.

Educational Mission: To create and sustain a community of learning where knowledge, skills, and leadership in public health research, advocacy, and practice can grow. Focal areas include social science research, program evaluation, reproductive health, population and maternal and child health, and developmental processes across the life span.

Major Accomplishments: Departmental work centers around certain thematic and methodologic areas based on a developmental construct across the lifespan. Prenatal, perinatal, infant, and child health are the core foci of the CHAD and RPWH track faculty. This research is strengthened by the Women's and Children's Health Policy Center that focuses on translating research into policy and programs for women and children. The Hopkins Population Center and the population and health track conduct studies of family formation, couples, and paternity. Recently, the department expanded its focus on aging, specifically in the applications of biomarkers to aging populations.

Adolescent health is a unique department strength, with a strong focus on the study of transitions to adulthood. The CAHPDP conducts community-based studies in Baltimore. Internationally, the Bill and Melinda Gates Institute collaborates with partners across the globe on family planning and reproductive health research and training. Ground-breaking HIV research initiatives are ongoing at the Rakai Project in Uganda.

The life span perspective is captured in the department's cornerstone course, Health across the Lifespan, which is required of all departmental students. The focus on populations, whether in infancy, adolescence, or aging, is reflected in the other core course requirement, Population Change, as well as grounding in basic demographic methods.

Centers and Institutes of the Bloomberg School of Public Health

In 2006, the School's faculty conducted research, provided service, and/or undertook professional practice activities under the auspices of the School's 48 centers and institutes (<http://www.jhsph.edu/researchcenters>), as well as through their academic departments. The mission and Web site address of each center is stated below.

Autoimmune Disease Research Center: To offer leadership in the study and development of improved diagnosis, treatment, and prevention of autoimmune diseases through research, communication, and education (<http://autoimmune.pathology.jhmi.edu>)

Bill and Melinda Gates Institute for Population and Reproductive Health: To build individual and institutional capacity in countries of the developing world to create strong, effective population policies and programs in the academic, private, and public sectors (<http://www.jhsph.edu/gatesinstitute/index.html>)

Biostatistics Center: To provide biostatistical and information science expertise related to the effective collection and interpretation of health information to a variety of medical research, care, academic, and pharmaceutical organizations (<http://www.biostat.jhsph.edu/consult>)

Center for Adolescent Health: To work in community and program partnerships to help urban adolescents develop healthy adult lifestyles (<http://www.jhsph.edu/adolescenthealth/index.html>)

Center on Aging and Health: To foster the necessary interdisciplinary research and training for continued improvements in prevention and health promotion for an aging population (<http://www.jhsph.edu/agingandhealth/index.html>)

Center for AIDS Research: To provide administrative support, core services, and developmental (pilot) funding for HIV/AIDS researchers at the Johns Hopkins Medical Institutions (<http://www.hopkinsmedicine.org/aidsresearch>)

Center for Alternatives to Animal Testing: To focus on the development, use, and dissemination of information on alternatives to animal testing for the evaluation of commercial and therapeutic products (<http://caat.jhsph.edu>)

Center for American Indian Health: To work in partnership with US tribes to raise the health status and self-sufficiency of American Indian and Alaskan Native peoples to the highest possible level (<http://www.jhsph.edu/caih/index.html>)

Center for Autism and Developmental Disabilities Epidemiology: To foster communication, coordination, and collaboration among a multi-disciplinary team of researchers around the epidemiology of Autism Spectrum Disorders (ASD) and Developmental Disabilities (DD) (<http://www.jhsph.edu/cadde/index.html>)

Center for Clinical Trials: To promote the use of clinical trials as a method of evaluation, and to facilitate research and teaching efforts involving the evaluation of preventive and therapeutic approaches to health problems (<http://cct.jhsph.edu>)

Center for Communication Programs: To develop, implement, and/or assist strategic communication programs to influence health behavior internationally and in the US (<http://www.jhuccp.org>)

Center for Excellence in Environmental Health Tracking: To develop a nationwide environmental health tracking network to advance understanding of the relationship between health and the environment (<http://www.jhsph.edu/ephtcenter/index.html>)

Center for Gun Policy and Research: To reduce the toll guns take on the lives of Americans through development, analysis, and evaluation of effective prevention policies, and to serve as an objective resource for information on the public health effects of guns in society (<http://www.jhsph.edu/gunpolicy/index.html>)

Center for Health Disparities Solutions: To eliminate the disparities in health and health care among racial and ethnic populations, socioeconomic groups, and geopolitical categories (<http://www.jhsph.edu/healthdisparities/index.html>)

Center for Human Nutrition: To integrate and expand the numerous academic research activities in human nutrition by offering a comprehensive, multidisciplinary program (<http://commprojects.jhsph.edu/chn>)

Center for Immunization Research: To facilitate the development of new vaccines, and to expand research activities in vaccine development, evaluation, and policy (<http://www.jhsph.edu/cir>)

Center for Injury Research and Policy: To address the problem of injuries from a multidisciplinary approach by conducting research and evaluating policies (<http://www.jhsph.edu/injurycenter/index.html>)

Center for Law and the Public's Health: A CDC collaborating Center involving the use of law as a tool for improving the public's health, in collaboration with Georgetown University Law Center (<http://www.publichealthlaw.net>)

Center for a Livable Future: To increase knowledge about the complex interactions among diet, food production, the environment, and human health in the search for practices that are equitable, environmentally sustainable, and healthful for the rapidly growing world population (<http://www.jhsph.edu/clf>)

Center for the Prevention of Youth Violence: To support academic/community collaboration for developing and sustaining programs for prevention of youth violence and promotion of positive youth development (<http://www.jhsph.edu/preventyouthviolence/index.html>)

Center for Public Health and Human Rights: To examine the impact of human rights violations on the general health of populations by applying epidemiological practices and public health tools (<http://www.jhsph.edu/humanrights/index.html>)

Center for Public Health Preparedness: To provide training and education to personnel in a variety of organizations and agencies who are charged with the control and prevention of bioterrorism and infectious disease (<http://www.jhsph.edu/preparedness/index.html>)

Center for Refugee and Disaster Response: To promote the development of emergency systems to meet the needs of refugees, displaced persons, and disaster victims (<http://www.jhsph.edu/Refugee/index.html>)

Center for Research on Services for Severe Mental Illness: To conduct research directed at policy, organization, finance, and treatment- related issues for persons with mental illnesses, focusing on severe mental illnesses (<http://www.jhsph.edu/SMI/index.html>)

Center for Tuberculosis Research: To contribute to global tuberculosis control through research initiatives in epidemiology, clinical trials, drug development, diagnostics, vaccine development, pathogenesis, and basic biology (http://www.jhsph.edu/dept/IH/Centers/TB_Research.html)

Center in Urban Environmental Health: To identify environmental exposures and susceptibility factors that increase risk for people living in urban environments such as Baltimore, and to develop prevention strategies to improve public health (<http://www.jhsph.edu/dept/EHS/Centers/UrbanEnviroHlth/index.html>)

Center for Water and Health: To provide research and training in public health as it relates to drinking water, wastewater, and natural fresh and saline water systems; to coordinate programs across the University; and to establish relationships with agencies, industry, and state and local governments (<http://www.jhsph.edu/dept/EHS/Centers/WaterandHealth/index.html>)

Dana Center for Preventive Ophthalmology: To focus on improving knowledge of risk factors for ocular disease and public health approaches to the prevention of these diseases and their ensuing visual impairment and blindness (<http://www.hopkinsmedicine.org/wilmer/research/dana.html>)

Evidence-based Practice Center: To generate, assemble, and synthesize knowledge and evidence necessary for the effective and efficient application of medical and public health practices (<http://www.jhsph.edu/epc/index.html>)

George W. Comstock Center for Public Health Research and Prevention: To act as a field base for supervised community-based research and serve as a resource to the Washington County, Maryland, health department (<http://www.jhsph.edu/comstockcenter>)

Health Services Research and Development Center: To undertake research and development studies concerned with health care services, focusing on research issues relevant to federal and state policies (<http://www.jhsph.edu/HSR/index.html>)

Institute for Global Tobacco Control: To prevent death and disease from tobacco use around the world by developing research and interventions, and serving as an educational resource (<http://www.jhsph.edu/IGTC/index.html>)

Institute for International Programs: To provide administrative and support services to cooperative agreements between the School and the US Agency for International Development (USAID), primarily in the areas of international health and child survival (http://www.jhsph.edu/dept/IH/Centers/Inter_Programs.html)

Institute for Vaccine Safety: To address and investigate vaccine safety issues, as well as provide timely and objective information for pediatricians, journalists, and parents (http://www.jhsph.edu/dept/IH/Centers/Vaccine_Safety.html)

Johns Hopkins Center for Clinical Global Health Education: To support clinical care and research training in resource-limited settings (<http://www.ccghe.jhmi.edu/ccg/index.asp>)

Johns Hopkins Northeast Regional Academic Environmental Public Health Center: To enhance environmental public health practice by advancing research, providing technical assistance, and strengthening the community environmental public health workforce through training (Formerly known as the Johns Hopkins Center of Excellence in Community Environmental Health Practice) (<http://www.jhsph.edu/ecehp/Home.html>)

Johns Hopkins Malaria Research Institute: To provide the tools necessary for effective malaria prevention and control in the future (<http://malaria.jhsph.edu>)

Johns Hopkins Population Center: To promote interdisciplinary population-based research in demography and reproductive health across the University (<http://www.jhsph.edu/popcenter/index.html>)

Johns Hopkins Urban Health Institute: To improve the health and well-being of the residents of East Baltimore and Baltimore City and to promote evidence-based interventions to solve urban health problems nationwide (<http://www.urbanhealthinstitute.jhu.edu>)

Mid-Atlantic Health Leadership Institute: To increase knowledge of leadership and community health principles, and build a network of individuals and organizations with shared vision and capacity for improving the health of communities (<http://www.jhsph.edu/mhli>)

Mid-Atlantic Public Health Training Center: To develop the existing public health workforce as a foundation for improving the infrastructure of the public health system by providing training and continuing education opportunities (<http://www.jhsph.edu/maphtc/index.html>)

Exhibit II.B.2
Missions of Centers

Occupational Safety and Health Education and Research Center: To develop trained personnel to carry out research, education, service, and consultation in the broad field of occupational health (<http://www.jhsph.edu/erc/index.html>)

Phoebe R. Berman Bioethics Institute of the Johns Hopkins University: A University-wide institute to prepare leaders, promote research, and provide policy advice on bioethics (<http://www.hopkinsmedicine.org/bioethics>)

Primary Care Policy Center for Underserved Populations: To provide research and analysis on current policies and programs relating to the organization, financing, and delivery of primary health care services to underserved and vulnerable populations (<http://www.jhsph.edu/hao/pccpc>)

Risk Sciences and Public Policy Institute: To protect public health through education, service, and research in risk policy, with an emphasis on the environment (<http://www.jhsph.edu/RiskSciences/index.htm>)

Roger C. Lipitz Center for Integrated Health: To improve the health and quality of life for people with complex health care needs by conducting research, disseminating knowledge, and training (<http://www.jhsph.edu/lipitzcenter/index.html>)

Welch Center for Prevention, Epidemiology, and Clinical Research: To serve as a base for an extensive array of prevention-oriented clinical training and patient-oriented research activities, and to evaluate the application of laboratory discoveries (<http://www.jhsph.edu/welchcenter>)

Women's and Children's Health Policy Center: To address current policy issues found in national legislative initiatives and evolving health systems reforms impacting the health of women, children, and adolescents (<http://www.jhsph.edu/wchpc>)

Responsibilities of the Deans of the Bloomberg School of Public Health

Dean Michael J. Klag: The Dean represents the School to the University, as well as to alumni; donors; local, state, national, and international governmental and private agencies; the business community; and the public. In addition to being the public image of the School, the Dean is responsible for all aspects of the School's continued success, and oversees the programs and management of the academic departments. The Senior Associate Dean for Academic Affairs, the Senior Associate Dean for Finance and Administration, the Associate Dean for Academic Affairs, and the Associate Dean for External Affairs report directly to the Dean.

Senior Associate Dean for Academic Affairs, James Yager: Responsibilities of the chief academic officer include developing a strategic vision for the School's educational programs; working with faculty to develop and implement new academic programs, including distance education; overseeing the Office of Student Services and the Center for Teaching and Learning with Technology; and developing consensus among the departments regarding major academic initiatives. The Senior Associate Dean for Academic Affairs also represents the School when the Dean is not available.

Senior Associate Dean for Finance and Administration, Herbert Hansen: The senior financial official of the School is responsible for the day-to-day management and leadership of the School's financial and administrative functions: finance, research administration, facilities management, human resources, information technology, and support services. Finance and research administration responsibilities include student accounts; budgeting; financial reporting; post-award research accounting; and pre-award activities for the federal, state, and private sector. Facilities management and support services include maintenance, housekeeping, new construction, renovations, utilities, leased facilities, multimedia, security, dining, parking, and special events. In addition, the senior associate dean serves on School and University administrative finance and technology committees.

Associate Dean for Academic Affairs, Robin Fox: The Associate Dean for Academic Affairs staffs major School committee meetings (Advisory Board, Committee of the Whole, and Management Team) and oversees annual faculty appointments to School-wide committees. The associate dean also advises faculty and departments on academic program developments and revisions, and oversees department reviews and department chair searches. Responsibilities also include resolving faculty appointment and promotions procedural issues and overseeing faculty development activities, including new faculty orientation and the faculty mentoring program. The associate dean also conducts faculty exit interviews, reviews and updates the School's *Policy and Procedures Manual* and faculty handbook, analyzes and reports numerical information on faculty, and conducts institutional research related to faculty and students. Additional responsibilities include academic ethics record keeping and conducting academic ethics hearings.

Associate Dean for External Affairs, Sylvia Eggleston Wehr: The Associate Dean for External Affairs manages the offices of development, communications and public

affairs, alumni relations, and government affairs and is the managing editor of the School's magazine, *Johns Hopkins Public Health*. The associate dean also manages the fund-raising campaign to complete the School's \$500 million goal in the University-wide campaign, *Knowledge for the World*. Additional responsibilities include managing the School's Health Advisory Board, and providing staffing to the external chair of the board and to the chair of the fund-raising campaign. The associate dean also provides overall strategic guidance and strategies for introducing the Dean to key donors and external constituencies, and finalizing arrangements for gifts to the School.

Associate Dean for Finance, Jane Schlegel: The Associate Dean for Finance manages and administers the School's operating budget and financial operations, ensures compliance with University and federal financial policies, and oversees the Bursar's office and student accounts. The associate dean also acts as the divisional business officer, representing the School to the University Controller and the Executive Director of Budgets, and at University-wide financial meetings.

Associate Dean for Graduate Education and Research, Sharon Krag: Responsibilities include assuring that the School's PhD, ScD, ScM, and MHS students adhere to School's policies and procedures for satisfactory degree completion, as well as overseeing the office linking students to extramural funding opportunities, the course evaluation process, the postdoctoral program, and the selection committees for Sommer Scholars, the Faculty Innovation Fund, and the Faculty Research Initiative Fund. The associate dean also organizes workshops and other activities to strengthen faculty teaching capabilities, and has responsibility for ensuring research compliance with the policies and regulations for HIPAA; human subjects research; conflict of interest; institutional biosafety; health, safety, and environment; and export controls.

Associate Dean for Professional Practice and Programs: Dr. Robert Lawrence announced his intention to step down from this position as of July 2006. The responsibilities of the position evolved considerably since its creation in 1994. They included the development, oversight, and coordination of many of the School's professional practice activities, such as the Interdepartmental Applied Public Health Program, the Student Outreach Resource Center (SOURCE), the Mid-Atlantic Public Health Training Center, the Mid-Atlantic Leadership Institute, and the Center for Public Health Preparedness. After reviewing responsibilities that should be associated with this position, the School will identify an individual with requisite experience and expertise.

Associate Dean for Research Administration, Donna Helm: The Associate Dean for Research Administration oversees the School's pre-award process, including proposal and budget review, assurance of compliance training, compliance with sponsors' policies, and contract negotiation. The associate dean also reviews the state of the School's research programs and makes financial projections for them, acts as the official contact between the School and the post-award sponsor, oversees the Director of Technology Licensing, participates on the Technology Transfer Committee and in decisions regarding licensing and patents, and oversees the activities of the Conflict of Interest Committee. The associate dean

Exhibit II.B.3
Responsibilities of the Deans

also has daily administrative oversight of the Office of Research Services and the staff of the School's institutional review board.

Associate Dean for Student Affairs, Michael Ward: The Associate Dean for Student Affairs oversees the offices that provide support services to the School's students, including admissions, registration and records, career services, disability support services, student financial aid, student diversity, and SOURCE. The associate dean is the principal administrative liaison with the Student Assembly and student groups, represents the School on student-oriented committees across the University, convenes the Deans for Students Network, identifies and resolves student-related concerns, and refers students for counseling.