

Chapter I

Mission,

Goals, and Objectives

CEPH Criterion

The School shall have a clearly formulated and publicly stated mission with supporting goals and objectives

Mission, Goals, and Objectives

CEPH Expected Documentation

- 1 A clear and concise mission statement for the School as a whole
 - 2 One or more goal statements for each major function by which the School intends to attain its mission, including instruction, research, and service
 - 3 A set of measurable objectives relating to each major function through which the School intends to achieve its goals of instruction, research, and service
 - 4 A description of the manner in which mission, goals, and objectives are developed, monitored, and periodically revised and the manner in which they are made available to the public
 - 5 Assessment of the extent to which the criterion is met
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Mission, Goals, and Objectives

Introduction and Background

The Johns Hopkins Bloomberg School of Public Health has been at the forefront of public health education, research, and practice since its founding in 1916. During the School's existence, the scope and practice of public health has diversified and expanded. Public health is no longer mostly the province of government professionals. It now encompasses a multitude of non-governmental agencies and other private organizations, as well as local, state, and federal agencies in the United States and abroad. This expansion has fueled major changes in public health education, research, and practice.

Changes in the scope of public health and the resulting opportunities have stimulated a substantial expansion of the School. Since its last accreditation in 1999, the total number of full-time faculty has increased from 413 to its present level of 485, and the number of students has increased from 1,538 to 1,949. The School has also grown substantially in physical size; the main Wolfe Street Building now contains over twice the square footage that was available in 1996. In the course of increasing the building's size, amenities were added to create an indoor campus that has dramatically improved the quality of daily life for students, faculty, and staff.

The financial resources to support the growth in research and educational activities, and to operate and maintain the expanded physical plant, have increased dramatically as well. Led by substantial gifts from Mr. Michael R. Bloomberg, then chairman of the University's Board of Trustees, the School received unrestricted gifts that, since 1998, have more than doubled the endowment and increased our financial reserves. In recognition of Mr. Bloomberg's generosity to the School and his leadership in the University, the School was renamed The Johns Hopkins Bloomberg School of Public Health in 2001. Despite the name change eliminating the word Hygiene, the School continues its threefold commitment to research, including laboratory investigation; professional practice and service in both the domestic and international arenas; and education in public health and the sciences that underpin and nurture it.

In the spring of 2004, the Bloomberg School of Public Health was formally rededicated to celebrate the completion of the expansion of its Wolfe Street Building that now covers an entire square block on the Johns Hopkins East Baltimore campus. At the time of this celebration, Dr. Alfred Sommer announced his decision to step down as Dean after 15 years of extraordinary service to the School. After an international search for a successor, the University named Dr. Michael Klag as Dean, effective September 1, 2005, coinciding with the date of Dr. Sommer's departure. Dr. Klag had been Vice Dean for Clinical Investigation and Professor of Medicine at the Johns Hopkins School of Medicine, and Professor of Epidemiology and of Health Policy and Management in the School of Public Health. Dean Klag, a graduate of the School, co-founded the Welch Center for Prevention, Epidemiology, and Clinical Research. The center is a joint activity of the Schools of Public Health and Medicine that fosters cross-disciplinary exchanges between the two schools and serves as the clinical epidemiology program within the School's Department of Epidemiology.

Strategic Planning

Strategic Plan 1993: The School has long been committed to critical self-evaluation at regular intervals with the aim of defining and implementing the highest standards in educating students, conducting research and professional practice, and providing service. Beginning with preparation of the self-study for the 1992 CEPH accreditation, a formal, broad-based strategic planning process was initiated, culminating in Strategic Plan 1993. Part I of the 1993 plan described the strengths, opportunities, threats, and weaknesses the School faced and identified strategic goals. Part II described specific goals, tasks, and responsibilities for implementation in the areas of education, research, professional practice, and the internal and external environments. In Strategic Plan 1993, the School emphasized a vision for being an effective force in protecting and improving the public's health. The School revised its formal mission statement to emphasize education and its conviction that research and professional practice must continually enrich one another and be integrated within the educational programs of the School. Strategic Plan 1993 was used as a blueprint to guide our course and monitor our progress for the next seven years.

Self-study 1999: Progress toward meeting the goals of Strategic Plan 1993 was monitored by the governing bodies of the School, by its administrators, and at annual retreats of the School's leadership. In addition, in preparation for the 1999 CEPH accreditation, the School formally evaluated progress made toward the goals and objectives of Strategic Plan 1993. The 1999 internal review concluded that most of the 1993 goals had been met, while others, especially with regard to faculty needs and quality of life, required further work. The review also identified internal and external challenges that had emerged and required thoughtful deliberation and a new strategic plan. The 1999 self-study and subsequent evaluation by CEPH provided the platform from which a second strategic plan was launched in 2000.

Strategic Plan 2000: The process resulting in Strategic Plan 2000 was similar to that for Strategic Plan 1993 (Table I.1). Strategic Plan 2000 also consisted of two parts. Part I provided an overview of the School's vision, mission, strengths, threats, and concerns. Part II described specific goals, objectives, priorities, and implementation responsibilities. The focus of Strategic Plan 2000 differed from the 1993 plan because increasing endowment funds and revenues from sponsored activities and tuition had, by 2000, enabled the School to enhance its infrastructure. Strategic Plan 2000 was able to focus on faculty development and on creating an institutional environment that more effectively supports and facilitates the scholarly activities of the faculty. Behind the renewed emphasis on faculty and scholarship was the underlying principle that scholarship, as defined by Boyer,¹ embraces the full scope of academic endeavors, including not only research (the discovery of new knowledge) but also education (the transmission and wide dissemination of information and knowledge) and practice (the application of knowledge through transformation of existing theory to practice). Because these three categories of scholarship are inseparably linked, their dynamic interaction must be nurtured and appropriately rewarded by the School.

¹ *Scholarship Revisited: Priorities of the Professoriate*, The Carnegie Foundation for the Advancement of Teaching, 1990

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Table I.1 **Steps in the Development of Strategic Plan 2000**

- In Spring 1999, Dean Sommer asked two senior faculty to co-chair the planning process
 - In July 1999, a planning retreat was attended by deans, department chairs, and some faculty members who participated in the previous strategic planning effort
 - A coordinating committee of faculty, students, and staff established the organizational structure for the planning process—one subcommittee on education, another on the environment, and a third on research and practice
 - The subcommittees formed working groups, also consisting of faculty, students, and staff
 - The working groups conducted strengths, weaknesses, opportunities, and threats analyses in order to develop goals, objectives, and specific recommendations to ensure the School's continued excellence for the next seven years
 - Each subcommittee prepared a comprehensive report based on these analyses, and the co-chairs drafted an overview of the committees' findings
 - In July 2000, a second retreat of deans, department chairs, and faculty reviewed the drafts of the overview and the subcommittee reports and made recommendations for revisions
 - The overview (Part I) was again revised, and the subcommittee reports were reformatted into matrix tables (Part II) for a more focused and uniform presentation
 - These revisions were submitted to the coordinating committee, the Faculty Senate, and the Committee of the Whole to carry through implementation of the recommendations
 - An all-School retreat was held in October 2000, and resulting comments and suggestions were incorporated into the final Strategic Plan 2000 document found at <http://www.jhsph.edu/StrategicPlan/contents>
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Mission of the School

In Strategic Plan 2000, the School reaffirmed its primary mission of education and its continuous enrichment by research and practice. The mission statement was also enhanced to emphasize the School's long-standing commitment to diversity. The revised mission is:

The Johns Hopkins Bloomberg School of Public Health is dedicated to the education of a diverse group of research scientists and public health professionals, a process inseparably linked to the discovery and application of new knowledge, and through these activities, to the improvement of health and prevention of disease and disability around the world.

The mission statement emphasizes education by putting it first among our three core activities. The statement also underscores the inseparable link between education, research, and practice. We recognize their interrelation even though research has been the largest of these activities, when measured by time commitment and revenue. Since the three core enterprises are interrelated, not only academically but also financially, an overall balance must be maintained School-wide among all three. Achieving and maintaining the highest of standards in each core activity are essential.

Regardless of their areas of expertise, our faculty demonstrate scholarly excellence and collectively strive to ensure continued quality in the three major domains of activity. While research has been and must remain excellent, additional measures are and continue to be taken to ensure quality in the areas of education, professional practice, and service. We

continuously strengthen our ongoing efforts to identify, recruit, and reward a diverse faculty and the most talented students to ensure the School’s distinction in these areas. We also continue our efforts to integrate professional practice into our educational programs more formally.

Self-study Goals and Objectives

As noted above, Strategic Plan 2000 identified a set of strategic goals in the areas of education, research, practice, and the internal environment pertaining to faculty, students, staff, and the School itself. From these goals, the Self-study Steering Committee of faculty, students, staff, and community representatives (Table X.B.1 Self-study Steering Committee Membership) selected the goals and objectives that were particularly relevant to the current self-study. In some cases the strategic goals and objectives were merged to avoid redundancy. The four goals center on education, faculty, research, and practice (Table I.2). The specific objectives for each goal, along with relevant accomplishments, are summarized in the following pages.

Table I.2 **Current Self-study Goals**

Education	Continue to evaluate and strengthen the School's academic programs to ensure they are of the highest quality and meet the needs of a diverse and outstanding student body
Faculty	Recruit, promote, and retain outstanding faculty
Research	Prepare the School to respond quickly and competitively to emerging public health challenges
Practice	Emphasize the importance of professional practice

The goals and objectives laid out in Strategic Plan 2000, while prioritized, were not given specific time frames, except that they would be addressed within the next seven years. At this point, most of the high-priority goals and objectives have been addressed, if not fully, at least in part. The current self-study process allows us to refine our priorities and continue our progress in meeting these goals and objectives. This process also enables us to start identifying new areas we need to address in the next strategic planning process.

Mission, Goals, and Objectives

Education Goal

The School will continue to evaluate and strengthen its academic programs to ensure they are of the highest quality and meet the needs of a diverse and outstanding student body

Education Objective: 1

Major Accomplishments

Respond to the academic needs of present and future public health practitioners and researchers

Modify existing and develop new curricula to provide the needed competencies for existing and future students

We continue to develop new and modify existing curricula and degree programs, as well as certificate programs for degree and non-degree students

- 2000 Finalized a formal policy outlining certificate requirements
- 2000 - 2006 Needs assessments related to training the public health workforce were conducted by the:
 - Mid-Atlantic Public Health Training Center
 - Center for Public Health Preparedness
 - Maternal and Child Health Leadership Training Program
- 2005 Began participation in OpenCourseWare (OCW)
- 2006 Developed a new epidemiology methods core that addresses masters and doctoral needs separately

Develop and implement at least one new curriculum that uses common core educational components and activities that cut across programs and departments

- 2002 - 2003 Developed and implemented Management curriculum
- 2005 Developed and implemented Public Health Leadership curriculum
- 2006 Program in Health Economics is under development

Identify and develop at least one new interdisciplinary, interdepartmental program

- 2003 Developed and implemented Bioinformatics MHS program
 - 2005 Established the Molecular Epidemiology program
 - 2006 - 2007 Will pilot new Clinical Research curriculum
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Education Objective: 2	Major Accomplishments	
Evaluate and continue to strengthen the academic programs		The School continues to evaluate and strengthen all of its academic programs
MPH Program		
Conduct an assessment of the MPH Program vis-à-vis remaining a School-wide degree program or becoming more department-based	2000	Completed MPH Program self-study and review; MPH remains a School-wide program
	2001	Formed MPH Executive Board that includes representation from each academic department
Increase faculty and departmental support for the MPH Program	2003	Developed 11 predominantly interdepartmental MPH concentrations
	2003	Named at least two faculty directors to each of the 11 MPH concentrations
Increase the number of faculty advising MPH students and administrative support to the MPH Program	2001 - 2005	Increased the number of faculty advising MPH students from approximately 25 in 2001 to 175 in 2005
	2001	Elevated the position of the director of the MPH Program to chair with full voting membership on the School's Advisory Board
	2001	Hired additional staff to act as academic coordinators for on-campus, Internet-based, and part-time students in the MPH Program
MHS and ScM Programs		
Ensure that all professional masters students lacking public health work experience have access to and are adequately prepared for a professional career in public health		<p>All professional MHS programs in the School:</p> <ul style="list-style-type: none"> • Meet competencies in the five core public health content areas • Require a field experience • Require a written culminating project
	2006	<p>Revised Policy and Procedure Memoranda that:</p> <ul style="list-style-type: none"> • Clearly distinguish the academic MHS degree from the professional MHS degree • Define the general requirements for completion of each degree
PhD and ScD Programs		
Explore the creation of interdepartmental PhD programs in emerging areas of importance	2005	Established an interdepartmental degree program in Molecular Epidemiology
	2006	Interdepartmental program in Health Economics is under development
Ensure that the PhD and ScD programs continue to provide the best education possible	1996 - present	Require that all academic degree students (academic MHS, ScM, PhD, ScD) take a course on the responsible conduct of research
	1997 - present	Require that all academic degree students take 550.865 , Public Health Perspectives on Research, which exposes them to important and timely issues affecting the public's health

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Education Objective: 2, continued	Major Accomplishments	
DrPH Program		
Evaluate revisions to the DrPH Program enacted in 1997	2002 - 2003	DrPH Review Committee made recommendations to strengthen the DrPH Program
Strengthen the DrPH Program to meet the needs of public health practitioners	2003	Established the DrPH Executive Committee to oversee the School-wide component of the DrPH Program; the committee includes faculty representatives from each department offering the DrPH degree, students, and two public health community representatives
	2003	Established the School's first part-time DrPH Program that is academically equivalent to the full-time program
	2005	Approved a new Policy and Procedures Memorandum to implement recommendations in the DrPH Program
	2005 - 2006	DrPH Executive Committee developed School-wide competencies for the DrPH Program

Education Objective: 3	Major Accomplishments	
Strengthen the School's strategic oversight of its academic programs		
Evaluate the extent and quality of mentoring of students in departmental and School-wide degree programs, as measured by surveys of graduates	1999 - present	The annual survey of graduates shows an increase in student satisfaction with advising and mentoring for most degree programs. However, advising continues to be a problem in several departments
Continue to ensure the highest quality educational activities by: <ul style="list-style-type: none"> • Strengthening evaluation processes for instructors, courses, programs, and curricula 	1998 - present	The Associate Dean for Graduate Education and Research: <ul style="list-style-type: none"> • Sends congratulatory letters to instructors of courses with excellent evaluations and copies their department chairs • Notifies the department chairs of courses with poor evaluations and follows up with instructors on plans for course improvements
	2002 - 2004	Ad hoc committee on course evaluations revised student course evaluation questions to provide a more effective and useful assessment
	2002 - present	Student survey results show yearly increases in satisfaction with the MPH curriculum
	2003 - present	DrPH Program holds quarterly "town meetings" with all DrPH students
	2004	Added option for within-term anonymous course evaluations
	2005	Converted student course evaluation system to an online process

Education Objective: 3, continued**Major Accomplishments**

Continue to ensure the highest quality educational activities by: <ul style="list-style-type: none">Developing training and support services for instructors, courses, programs, and curricula	1996 - present	Committee on Academic Standards reviews and approves all new courses and programs
	2004 - present	Center for Teaching and Learning with Technology (formerly the Distance Education Division): <ul style="list-style-type: none">Develops and provides technology for Internet-based courses and to enhance traditional face-to-face coursesTrains and assists faculty in use of the technology
Evaluate current distance education strategies and resources to ensure they meet the needs of part-time students	1997 - present	The Associate Dean for Graduate Education and Research and The Center for Teaching and Learning with Technology conduct semiannual faculty teaching and advising workshops
	1998 - 2006	Ongoing evaluation of Internet-based courses: <ul style="list-style-type: none">Students evaluate each Internet-based lecture, as well as the entire courseCompare course evaluations and grades for courses taught online and on-campusReassessment of appropriate technology
	1998 - 2006	The number of Internet-based courses increased from six in 1998 to 48 in academic year 2005-2006
	1998 - 2006	The number of enrolled Internet-based MPH students increased from approximately 30 in 1998 to almost 250 part-time/Internet-based MPH students in 2005-2006
	2004 - 2005	Identified courses needed to expand online offerings for part-time/Internet-based students
	2005	89% of graduating students rated online courses as good or excellent in Student Exit Survey
Ensure infrastructure support for academic programs by: <ul style="list-style-type: none">Expanding the physical environment that supports the academic endeavors of students	1996 - 2005	Wolfe Street Building size increased from 357,000 square feet in 1996 to 759,000 in 2005
	1996 - 2005	Wolfe Street Building expansion added more classrooms; reading rooms; common space for faculty, students, and staff; research laboratories; and offices
Ensure infrastructure support for academic programs by: <ul style="list-style-type: none">Making state-of-the-art information technology (IT) infrastructure available to all students	2000	Installed wireless Internet access in the Wolfe Street Building and Hampton House; wireless access was added with each building addition
	1999 - present	Computers and printers with network access are available throughout the Wolfe Street and Hampton House buildings, including 75 computers in 3 laboratories, 9 kiosk terminals, and 10 wireless printers
	2000 - present	IT personnel are available to modify students' laptop computers for wireless connectivity
	2004 - present	Each department is assigned designated IT personnel to individualize and improve continuity of service
	2005	IT revised the School's Web site to increase security and added many new features

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Education Objective: 4	Major Accomplishments
Increase recruitment and enrollment of diverse and outstanding students	2000 - present The School's principal priority for the University's development campaign is to attract funds for student scholarships
	2001 Student Diversity Office established to intensify our commitment to recruit and graduate underrepresented US minority students
	2003 Allocated core monies that annually provide two two-year stipend and tuition, per department, for doctoral students who are studying health disparities
	2005 Established the Sommer Scholars Program that provides stipend and tuition for up to 15 MPH and 15 doctoral students each year
	2006 Established DeBeers Scholars to recruit students from Africa
	2006 Established Brown Scholars to support students interested in community health issues in Baltimore

Faculty Goal

Recruit, promote, and retain outstanding faculty

Faculty Objective: 1	Major Accomplishments
Recruit faculty of the highest caliber	
Requests for all professorial positions must be approved by the Dean and reviewed by department chairs	2000 - present To promote interdepartmental collaboration and awareness in recruitment, all new professorial positions must be approved by the Dean and reviewed by department chairs (Advisory Board)
Require national searches for all professorial positions	2002 - present Require a national search for all new professorial appointments, regardless of tenure-track status
Establish joint searches among departments	2001 - 2006 Interdepartmental and interdisciplinary searches for a wide variety of positions, including Biochemistry and Molecular Biology, Bioethics, Biostatistics, Center for Clinical Trials, Environmental Health Sciences, Health Economics, History of Medicine, Molecular Microbiology and Immunology, etc.

Faculty Objective: 2	Major Accomplishments	
Establish methods to regularly assess faculty quality-of-life and “barriers to success” at the School and department level	2001 - 2006	Quality-of-life surveys conducted by the Departments of Environmental Health Sciences, Epidemiology, Health Policy and Management, and Population and Family Health Sciences
	2001 - present	On behalf of the Committee on Affirmative Action, the Dean’s Office conducts faculty exit surveys of all professorial faculty leaving the School, with a 90 percent completion rate
	2005 - 2006	Faculty Senate conducted surveys on topics about which faculty have requested more information (e.g., appointments and promotions)
	2006	Faculty Senate surveyed faculty on quality-of-life issues

Faculty Objective: 3	Major Accomplishments		
Ensure appropriate and equitable support (mentoring, salary, promotion) for research, teaching, advising, practice, and service	Establish clear guidelines for evaluating research, teaching, advising, practice, and service effort for salary support and promotion	2004	Revised the Faculty Policy and Procedure Memorandum. It now provides clearer appointment and promotion guidelines and delineates expectations for titles and ranks
	Ensure that research, teaching, advising, and practice contributions are evaluated with equal rigor and appropriate weight at the time of promotion	2000 - present	Teaching portfolios are now common and provided to the faculty promotions committees
		2002 - present	Practice portfolios may be provided to the faculty promotions committees for faculty whose expertise and scholarship are focused on practice
		2005 - present	Discussion of teaching activities and contributions to academic programs is a routine part of the Appointment and Promotion Committee’s evaluation of professorial faculty for promotion
Ensure that administrative tasks are equitably distributed and appropriately compensated for all faculty	2002 - present	Compensation is provided from general funds for faculty participation on certain School-wide committees (e.g., Committee on Human Research, MPH Executive Committee) or in other administrative activities that demand considerable time commitment	
	2002 - 2006	Departments of Health, Behavior and Society; Health Policy and Management; International Health; and Population and Family Health Sciences established formulas or guidelines to standardize allocation of resources to faculty for teaching and administrative activities	

Mission, Goals, and Objectives

Faculty Objective: 3, continued	Major Accomplishments	
<p>Ensure adequate communication between department chairs and faculty about requirements for career advancement, promotion, expected effort, and salary support by:</p> <ul style="list-style-type: none"> Clearly identifying for each faculty member an expected balance among research, teaching, advising, practice, and service 	2003	<p>Chairs or division heads meet annually with each departmental faculty member</p> <p>University Effort Reporting System established to document faculty effort devoted to teaching, research, and institutional activities</p>
<p>Ensure adequate communication between department chairs and faculty about requirements for career advancement, promotion, expected effort, and salary support by:</p> <ul style="list-style-type: none"> Strengthening current process for communicating the expectations for promotion and career progress to faculty 	1992 - present	<p>Appointments and Promotions Committee conducts an annual review of all non-tenured faculty</p> <p>The processes and criteria for appointments and promotions are provided to new faculty during their orientation, in the Faculty Handbook, and on the School's Web site</p>
<p>Develop mechanisms to evaluate progress in providing appropriate and equitable support and recognition for research, teaching, advising, practice, and service</p>	2005	<p>Appointments and Promotions Committee members discuss faculty-related concerns with chairs, who are expected to provide feedback and mentoring to their faculty</p> <p>Faculty Senate developed white papers on mentoring and balance-of-effort policies</p>
Faculty Objective: 4	Major Accomplishments	
<p>Strengthen the intellectual infrastructure for all faculty, particularly younger faculty</p>		
<p>Enhance the quality of faculty mentoring in departments</p>	2003	<p>The Dean's Office developed a mentoring program for newly appointed assistant and associate professors. 45 junior faculty have been linked to a mentor; only six declined to participate. Junior and senior faculty are highly satisfied with their mentoring. Several departments have additional mentoring activities</p>
<p>Encourage and support the formation of working groups or similar organizational structures (e.g., interdisciplinary centers, consortiums) for faculty in underrepresented and/or dispersed (among many departments) disciplines</p>	1999 - 2000	<p>There are currently 48 centers that cross the School's departments and University divisions and/or are affiliated with other institutions</p>
	2004 - 2006	<p>Departments of Biostatistics and Molecular Microbiology and Immunology jointly recruited Bioinformatics faculty in statistical genetics</p> <p>Departments of Health Policy and Management, International Health, and Population and Family Health Sciences jointly recruited faculty in Health Economics</p>

Faculty Objective: 4, continued	Major Accomplishments
Increase the efficiency of faculty in obtaining support for research (e.g., guidelines and mechanisms for “peer reviews”)	2003 School established the Faculty Research Initiatives Fund for interdisciplinary and interdepartmental pilot projects
	1990s - present More than one-third of professorial faculty have taken at least one sabbatical
	2004 School created a research regulation specialist position to help ensure that the School complies with research regulations
	2005 The Office of the Associate Dean for Graduate Education and Research instituted a Web-based training grant database that facilitates submission of training grant applications
	2005 School established the Research Ethics Consulting Service available to all faculty, students, and staff
	2005 School, as part of HopkinsOne, began development of an electronic grants management system scheduled to be operational in 2007

Faculty Objective: 5	Major Accomplishments
School should build esprit de corps among faculty	
Demonstrate the need to link growth in research to growth in educational activities	2000 - present Department chairs, deans, and Faculty Senate conduct joint, detailed reviews and discussions of fiscal management
	2001- present Faculty Senate leadership serves on the Committee on Finance. Senate leadership and the Senior Associate Dean for Finance and Administration report on the School's budget to the Senate in order to help faculty understand how the School's education and research enterprises are interrelated
	2004 Revised Faculty Policy and Procedure Memorandum limits the percentage of professorial faculty in the non-tenure track to no more than 35% per department and no more than 15% of full professors across the School can be untenured
In each department, increase the faculty's understanding of departmental decision-making processes for programmatic, teaching, recruitment, and other important decisions	2002 - 2006 Departments of Health, Behavior and Society; Health Policy and Management; International Health; and Population and Family Health Sciences established formulas or guidelines to standardize allocation of resources to faculty for teaching and administrative activities

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Faculty Objective: 5, continued	Major Accomplishments
Facilitate communication of information within departments related to important teaching, research, and administrative decisions	2002 - 2006 Departments of Health, Behavior and Society; Health Policy and Management; International Health; and Population and Family Health Sciences established formulas or guidelines to standardize allocation of resources to faculty for teaching and administrative activities
Increase the level of involvement of faculty in programmatic decisions	Faculty are included on all standing School committees that recommend policies and programs for the School (e.g., Committee on Academic Standards, Committee on Affirmative Action, MPH Executive Board, DrPH Executive Committee, Appointments and Promotion Committee)
	2004 - present Each department publishes an annual budget that is shared with other departments
Facilitate faculty involvement, via the Faculty Senate, in the decision-making process of the School by enhancing its effectiveness and promoting communication between Senators and departmental faculty	1998 - present The Committees on Finance and on Information Technology are joint committees of the Faculty Senate and Advisory Board
	2000 Faculty Senate was given a new mandate to increase the visibility and scope of its work
	2001 - 2006 Faculty Senate prepared white papers on major substantive topics affecting faculty (e.g., effort reporting and balance-of-effort)
	Faculty Senate has become more proactive regarding faculty-related issues and policies; three Senate members serve on the Advisory Board Actions of the Advisory Board are, as appropriate, shared with the Faculty Senate

Research Goal

Prepare the School to respond quickly and competitively to emerging public health challenges

Research Objective: 1**Major Accomplishments**

Establish School mechanisms to identify, prioritize, and respond quickly and competitively to multidisciplinary, integrated, and new breakthrough research challenges and strategies

Annual retreats of School's leadership and key faculty have led to recommendations that provide resources for new initiatives

1999 - 2006 Initiatives identified at the retreats have led to mobilization of faculty groups to quickly develop and coordinate projects such as the School's response to September 11

1999 - present Faculty Innovation Fund annually provides pilot funding to new assistant professors

2002 - present Technology Transfer Committee annually awards two to four seed grants to develop new technologies. Grant funding is generated from technology transfer activities of the faculty

2003 School established the Faculty Research Initiatives Fund that provides funding for interdisciplinary and interdepartmental pilot projects

Research Objective: 2**Major Accomplishments**

Enhance interdisciplinary research

Encourage departments to collaborate in recruiting faculty

See Faculty Objective: 1

Facilitate and enhance interaction (intellectual and physical) among laboratory, quantitative, community-based, and social and behavioral sciences faculty

2002 - present Technology Transfer Committee annually awards two to four seed grants to develop new technologies that may have broad and/or commercial value

2003 School established the Faculty Research Initiatives Fund that provides funding for interdisciplinary and interdepartmental pilot projects

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Research Objective: 3	Major Accomplishments
<p>Ensure the School has state-of-the-art capacity and facilities to promote community-based research</p> <p>Identify and develop the administrative, financial, and physical infrastructure that supports research, education, and practice needs of faculty and their community partners</p>	<p>The School has community-based research sites across the world, for example, in Thailand, Nepal, Bangladesh, Uganda, and East Baltimore</p> <p>2006 A facility located two blocks from the Wolfe Street Building is under construction for community-based projects and will be available by 2007</p>
<p>Foster the further development and support of faculty engaged in community research, education, and practice</p>	<p>2000 The University President founded the Urban Health Institute (UHI) to undertake community activities in East Baltimore. In 2006, UHI moved its administrative home to the School. A dean of the School chairs the University-wide committee to set 2006-2011 UHI goals</p> <p>2000 - present Two Kellogg Foundation-funded programs support community-based research among students</p> <p>2005 Student Outreach Resource Center (SOURCE), formerly the InterAction Program, expanded to provide opportunities for volunteer service and service-based learning with community organizations to students at the Schools of Medicine, Nursing, and Public Health</p> <p>2005 Established the Interdepartmental Program in Applied Public Health</p>
<p>Enhance the capacity of faculty as educators/trainers in the area of community research and practice</p>	<p>Many of the School's centers are involved in public health practice activities in Baltimore and the region, as well as internationally</p> <p>2000 - present The Mid-Atlantic Public Health Training Center conducts needs assessments and training for public health professionals in the region</p> <p>2002 Established the Center for Public Health Preparedness that provides training for regional public health professionals</p> <p>2005 Established the Interdepartmental Program in Applied Public Health</p>
<p>Ensure School achieves and maintains state-of-the-art IT infrastructure</p>	<p>The Office of Information Systems currently provides support for approximately 5,000 users, as well as 3,000 desktop and 1,200 laptop computers</p> <p>See Education Objective: 3</p>

Practice Goal

The School must emphasize the importance of professional practice

Practice Objective: 1**Major Accomplishments**

Strengthen the translation of discoveries to the practice of public health (faculty and students)

Many centers are involved in translation activities, including the Centers for Adolescent Health Promotion and Disease Prevention, Immunization Research, Health Disparities Solutions, and Law and the Public's Health, as well as the Women's and Children's Health Policy Center

1996 - present

The Mid-Atlantic Public Health Training Center, Mid-Atlantic Health Leadership Institute, and the Center for Public Health Preparedness provide continuing education to public health professionals in the broader community

2005

Established the Interdepartmental Program in Applied Public Health

Practice Objective: 2**Major Accomplishments**

Provide greater encouragement for the translation of new knowledge into practice (e.g., defining "scholarly practice")

Explore opportunities for promoting student and faculty involvement in practice

1996

Revised the Faculty Policy and Procedure Memorandum to state explicitly that professional practice, as evidenced in scholarship, is an important criterion on which faculty are evaluated for promotion. Faculty whose primary activities are in the public health practice area have been promoted or newly appointed, as per guidelines

2005

Established the Interdepartmental Program in Applied Public Health to facilitate coordination of faculty practice activities and to identify new opportunities for student service and mentored practice experiences

2005

Student Outreach Resource Center (SOURCE), formerly InterAction Program, expanded to provide opportunities for volunteer service and service-based learning with community organizations to students at the Schools of Medicine, Nursing, and Public Health

2005 - 2006

New courses developed to more explicitly provide academic credit for public health practice activities

Monitoring Goals and Objectives

The Bloomberg School of Public Health continuously monitors progress in meeting its goals and objectives using several approaches at the programmatic, departmental, and School level. They include the collection of data about students, faculty, research, and academic programs; review of these data by the governing bodies of the School (Advisory Board, Committee of the Whole, Faculty Senate); documentation of the work of standing committees; and external review by professionals in the public and private health communities and by alumni of the School. With the arrival of a new Dean and the conduct of this self-study, the School will be positioned to undertake a new strategic plan, as part of a continuous assessment to evaluate the quality of teaching, research, and professional practice.

Data Sources: The School maintains databases on applicants, students enrolled, and progress of each student through his/her academic program, as well as data on courses and academic programs. Each year, exit surveys are conducted with our graduates. These data sources are used routinely to monitor the educational programs of the School. Faculty data are maintained regarding appointments and promotions, sponsored research, and educational activities. Exit interviews are also conducted with faculty leaving the School. Research is monitored through the Office of Research Administration, including information on the primary investigator, funding source, amount requested or granted, and research topic. Resource databases include information about space, classrooms, laboratory facilities, audiovisual services, and information technology. These data provide the basis for evaluating our achievements and challenges for this self-study.

School Governance: The Advisory Board and the Committee of the Whole, the School's administrative governance bodies, meet monthly with the Dean. They monitor the School's strategic activities and their consistency with our goals and objectives. The Faculty Senate, with elected representatives from all departments and representation on the Advisory Board and Committee of the Whole, has increased its activities since the last self-study. It regularly monitors strategic goals and objectives, especially with regard to faculty concerns. A number of the School's standing and ad hoc committees also monitor strategic goals and objectives as part of their routine business. For example, the MPH Review Committee was established to address the strategic objectives related to the MPH Program. During annual retreats, the School's leadership has the opportunity to assess progress in meeting strategic goals and identify priorities for the coming year. Finally, the Health Advisory Board and the Dean's Alumni Advisory Council annually provide external assessment of the School's progress toward meeting strategic goals and objectives, as well as its financial health.

Students: All students are encouraged to participate in the School's continuous self-monitoring by completing student course evaluations and, upon graduating, responding to the annual exit survey. The Student Assembly is also actively involved in monitoring and evaluating the School's progress. The Assembly president is a member of the Committee of the Whole. Students, appointed by the Student Assembly, serve on many of the School's standing and ad hoc committees. In addition, most departments have student groups that bring their concerns to the department's leadership, as well as student representatives on

departmental committees.

Departments: Each of the School's departments is reviewed on a five-to-seven year cycle by faculty from within the School and University. Departments also periodically undertake internal self-studies and strategic planning. During these times, departments review and revise, if appropriate, their mission statements. In addition, departments maintain databases on students and faculty and undertake activities such as periodic surveys of graduates to assess progress toward meeting their strategic goals and objectives. Departments also hold retreats during which their research and teaching programs are discussed.

Strategic Plan 2007: As noted earlier, the School develops a strategic plan approximately every seven years. Historically the accreditation self-study has been the foundation for the next plan. Strategic Plan 2007 will follow the same course; it will emerge from the current self-study, following the completion of the CEPH accreditation process.

Public Dissemination of Mission, Goals, and Objectives: Strategic Plan 2000 and this self-study are posted on the School's Web site; Strategic Plan 2007 will also be posted. The School's mission statement is broadly disseminated in School publications. External advisory boards, such as the Health Advisory Board and the Dean's Alumni Advisory Council, are integral parts of the School's ongoing self-monitoring. Many centers also have external advisors. Our faculty sit on editorial boards and study sections; collaborate on research and service projects; and present at professional meetings locally, nationally, and internationally. Each of these activities presents opportunities to share the School's mission, goals, and experiences, and to return to the School with lessons learned from colleagues. In addition, our diverse student body brings experiences and goals that enrich and challenge the faculty to meet current and future public health needs through excellence in education, research, and practice.

Assessment

Strengths

- The School's mission statement is clear and concise
- The self-study is based on Strategic Plan 2000 goals that relate to education, faculty, research, and practice and are consistent with the mission of the School
- A set of measurable objectives is presented for each of the four goals along with the extent to which the School has achieved the objectives
- The School employs a number of approaches to monitor and evaluate our goals and objectives, including numerous data sources, governance structures, assessments by students, and departmental self-studies and strategic plans

Plans

- The information gleaned from this self-study will be used by the School to launch a 2007 strategic plan

The criterion is met
