

Chapter III

Governance

CEPH Criterion

The School administration and faculty shall have clearly defined rights and responsibilities concerning School governance and academic policies. Where appropriate, students shall have participatory roles in School governance

Governance

CEPH Expected Documentation

- 1 Description of the School administrative, governance, and committee structure, and processes, particularly as they affect:
 - a General School policy development
 - b Planning
 - c Budget and resource allocation
 - d Student recruitment, admission, and award of degrees
 - e Faculty recruitment, retention, promotion, and tenure
 - f Academic standards and policies
 - g Research and service expectations and policies
 - 2 A list of standing and important ad hoc committees, with a statement of charge and composition
 - 3 A list, including membership, of the School and University committees through which faculty contribute to the activities of the School and University
 - 4 Assessment of the extent to which this criterion is met
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Overview

The governance of the Bloomberg School of Public Health is broadly participatory. As previously described (Chapter 1 Mission, Goals), the accreditation self-study has historically served as the basis for developing the School's strategic plan. New policies and policy changes may also be proposed by any of the School's governing bodies, including standing and ad hoc committees, deans, department chairs, the Faculty Senate, the Student Assembly, and occasionally by individual faculty, staff, or students. The Faculty Senate, an administrative office, or an existing or ad hoc committee may be charged with developing new policies and procedures or revising existing policies and procedures to meet strategic goals. Regardless of origin, a proposed policy or policy change is usually referred to an appropriate existing or ad hoc School-wide committee that is responsible for refining and vetting it through the most appropriate School constituencies. On the basis of these discussions, the committee reaches a consensus that is shared with the Committee of the Whole. The Committee of the Whole then makes its recommendation to the Advisory Board that votes on the proposal.

Policy and Procedure Manual: School policies regarding faculty, students, academic programs, administration, and governance are codified in Policy and Procedure Memoranda that form the *Policy and Procedure Manual* (<http://www.jhsph.edu/schoolpolicies/ppms.html>). Relevant copies of individual policies are provided to all students and faculty in student and faculty handbooks and are reviewed during student and faculty orientation programs.

Policy Development and Revision

The membership and roles of the governing bodies responsible for establishing and revising School policy are described below.

Deans: The Dean of the School provides overall strategic direction for implementing School policies, with the advice and input from department and MPH Program chairs, other deans, the Faculty Senate, the Student Assembly, alumni, and external constituencies. Regardless of the origin of the policy proposals, the various deans and chairs work with the Dean to facilitate communication among faculty, staff, and students in order to move the initiatives forward. The relatively flat structure among the deans enables them to easily exchange information, represent the Dean as appropriate, and act as a conduit between the Dean and the various constituencies of the School.

Advisory Board: The formal governing body of the School, the Advisory Board, votes to approve new and revised School policies and procedures, new academic programs, faculty appointments and promotions, and the awarding of degrees. The Advisory Board meets monthly and is chaired by the University President or, in his absence, the Provost. Members include the Dean, the Senior Associate Dean for Academic Affairs, the Associate Dean for Professional Practice and Programs, the department and MPH Program chairs, leadership of the Applied Public Health Program, and the deans of the Schools of Medicine and Nursing. Faculty are represented by the president, past president, and president-elect of the Faculty

Senate. The presence of the University President or Provost at the Advisory Board meetings ensures consistent and timely communication between the School and the University's central administration.

Committee of the Whole: The Committee of the Whole is the informal body that meets monthly to discuss new academic and administrative policies and programs or changes to existing School policies and programs. It does not, however, vote on the changes. Membership is the same as the Advisory Board with three differences. The Committee of the Whole is chaired by the Dean rather than the President or Provost, all members are internal to the School, and the president of the Student Assembly is a member.

Administrative Management: The Dean meets on a monthly basis with the department chairs, the Senior Associate Dean for Academic Affairs, the Senior Associate Dean for Finance and Administration, the Associate Dean for Professional Practice and Programs, and the Associate Dean for Graduate Education and Research. The group acts as a management team to foster communication and facilitate partnership among the department and senior leadership regarding fiscal and managerial issues and decisions affecting the School and the departments. The Committee on Finance (Exhibit III.1 School Committees), a joint committee of the Advisory Board and Faculty Senate, reviews all major financial initiatives of the School.

Faculty Senate: The Faculty Senate, the voice of the faculty, plays a critical role in School governance. The Senate initiates, is substantially involved in, or is consulted on all significant proposed changes to School policies. As noted earlier, the president, past president, and president-elect of the Faculty Senate are voting members of the School's Advisory Board and are members of the Committee of the Whole and the Committee on Finance. The Senate meets monthly throughout the year; the meetings are open to all faculty. Two to four times a year the Faculty Senate meets with the Committee of the Whole to discuss topics affecting all segments of the School community, for example, changes in grant submission procedures. Twice a year, the faculty meet as a "General Assembly" to consider topics of general interest to the faculty-at-large. The Senate has markedly increased its scope and depth of work since the last self-study and has become more proactive in developing and refining School policy.

Senators are faculty representatives elected from the academic departments, with each department having two or three representatives, depending on its size. The Senate is a mix of junior, senior, tenure-track, and non-tenure-track faculty. A list of current faculty Senators and information about meetings and topics in which the Senate is engaged can be found at <http://www.biostat.jhsph.edu/~kbroman/Senate>.

Student Assembly: The Student Assembly (Chapter IX.D Student Roles), is another vital voice in the School's governance. The Student Assembly president's membership on the Committee of the Whole supports its close communication with the deans, department chairs, and Faculty Senate. In addition, students identified by the Assembly serve on the School's standing committees. The Student Assembly also grants official recognition to student organizations (<http://www.jhsph.edu/assembly/index.html>) and serves as a liaison between these

groups and the School’s administration. Currently there are approximately 40 officially recognized student groups, including active organizations in most of the academic departments that link the department administration, faculty, and student bodies.

Strategic Planning

As previously described (Chapter 1 Mission, Goals), the School has historically used the CEPH self-study as the basis for subsequent strategic planning. The Dean, with consensus input from a variety of School constituencies, has responsibility for developing the general directions the School will take to fully implement the strategic plan. The process for developing, vetting, building consensus, and refining the relevant new or revised policies or procedures was described earlier in this chapter. Ultimately the Advisory Board votes to approve recommended policy changes needed to meet the strategic goals.

School Leadership and Department Retreats: The School’s chairs, deans, and selected faculty meet annually for several days to review progress in accomplishing the Strategic Plan recommendations, to assess the impact of external environment changes on the School, and to discuss and build consensus for new strategic initiatives for the School (Table III.1). Departments also hold annual retreats to assess and refine the department’s mission, set strategic goals for educational and research initiatives, and discuss departmental organization and administrative matters.

Table III.1 **Strategic Plan 2000 Objectives and Subsequent School Leadership Retreat Initiatives**

Strategic Plan Objective	Year	Initiative
Education Objective 1: Develop and implement at least one new curriculum that uses common core educational components and activities that cut across programs and departments	2004	Identified interdepartmental academic areas that would benefit from developing a common core curriculum (e.g., management, infectious diseases, clinical research, program evaluation, health economics, and health communication)
Education Objective 3: Evaluate current distance education strategies and resources to ensure they meet the needs of part-time students	2004 - 2005	Identified courses needed to expand online offerings for part-time/Internet-based students
Education Objective 4: Increase recruitment and enrollment of diverse and outstanding students	2004	Established the principles and processes for identification of Sommer Scholars
Research Objective 2: Facilitate and enhance interaction among laboratory, quantitative, community-based, and social and behavioral sciences faculty and Faculty Objective 4: Encourage and support formation of working groups or similar organizational structures for faculty in underrepresented and/or dispersed disciplines	2003	Developed the Faculty Research Initiatives Fund for new, innovative interdisciplinary and interdepartmental research activities

Budget and Resource Allocation

The School derives unrestricted revenue from tuition, endowment income, Maryland state aid, and facilities and administration reimbursements related to sponsored activities (Chapter IV Resources). General funds allocations derive from tuition, unrestricted endowment income, and facilities and administration costs related to academic department costs. Methodologies have been developed to allocate general funds back to the academic departments.

Departments propose and project their own budgets based on general funds allocations. The Dean annually reviews and approves each academic department's proposed general funds expenditure budget, as well as all non-academic School-wide general funds expenditure budgets.

Tuition and Restricted Endowments: The methodology that allocates tuition income to the departments is called the Tuition Allocation Methodology (TAM), whereby tuition income is provided to the academic departments proportional to their participation in the School's educational programs (Chapter IV Resources). The Committee on Finance has oversight of TAM. Income from restricted endowments is spent according to the terms of the endowment agreements.

Departmental Allocation of General Funds: There are a variety of models for allocating School funds within departments. Four departments developed formulas denoting the level of School funds that will be provided to faculty members at each rank, based on their contributions to educational programs and School/University service. Some departments do not have explicit formulas but articulate expectations for each faculty rank. In other departments, allocation decisions are based on discussions between each faculty member and the department chair. Regardless of the allocation methodology, each full-time faculty member must generate the remainder of his/her support from sponsored activities.

Student Recruitment, Admission, and Awarding of Degrees

Recruitment and Admission: Student recruitment activities are coordinated by the School's Admissions Office, Student Diversity Office, academic departments, MPH Program, and Office of Communications that maintains the School's Web site. Admissions decisions are made by faculty committees that are internal to each department or the MPH Program (Chapter IX.A Students). Some academic programs have specific targets for the optimal size of the incoming class. For many programs, particularly doctoral programs, class size is determined, in large part, by the funds and faculty resources available to support students.

Conferring Degrees: The School's Committee on Academic Standards credentials each student for degree completion, based on the recommendations of his/her academic program or department. The University Graduate Board sets the University-wide requirements for completion of the PhD degree (Chapter II.A External Organization). The Advisory Board votes to

approve all degrees. The University then awards the degree, based on the recommendations of the School.

Faculty Recruitment, Retention, Promotion, and Tenure

Faculty recruitment, mentoring, and promotion procedures are briefly described below (see Chapter VIII Faculty and Appendix VIII.B.1 Policies and Procedures). Related policies are found in the School's *Policy and Procedure Manual* (<http://www.jhsph.edu/schoolpolicies>).

Recruitment: Professorial faculty recruitment is based on academic need and future directions of a department or group of departments. Identification of need lies principally with department chairs in consultation with their faculty. Before recruitment begins, professorial faculty positions are discussed with the Advisory Board and require approval by the Dean. Recruitment decisions for non-professorial faculty rest with the academic department. All full-time faculty positions require that the resources to support them are identified prior to recruitment.

Faculty Mentoring: The responsibility and oversight for faculty mentoring, guidance, and development rest with the department chairs. In addition, the Faculty Mentoring Program provides informal mentoring for junior professorial faculty. Non-professorial faculty are usually closely allied with at least one professorial faculty member who shares in their mentoring and supervision.

Promotion and Tenure: The School-wide Committee on Appointments and Promotions evaluates department recommendations for appointment and promotion of all professorial and scientist-track faculty, and makes recommendations for appointments and promotions to the Advisory Board. Based on the recommendations of the School's Advisory Board, the University Board of Trustees confers tenure, which is only granted at the full professor level. The Committee on Appointments and Promotions also conducts annual reviews of all non-tenured faculty to monitor their progress in teaching, research, practice, and service and to ensure appropriate mentoring and evaluation. These reviews provide the chair with feedback for discussion with the faculty member.

Academic Standards and Policies

The department chairs, in consultation with their faculty and with oversight by the Dean and the academic associate deans, are responsible for identifying the School's academic directions and the faculty needed to support these programs. The School-wide Committee on Academic Standards (CAS) oversees and promotes the quality and integrity of all academic programs; however, it has given the MPH Executive Board and the DrPH Executive Committee oversight of the MPH and DrPH Programs, respectively. Specifically, the committee governs the content, scheduling, evaluation, and credentialing of the School's new

and revised academic programs and implements related School and University policies (for CAS responsibilities, see http://www.jhsph.edu/schoolpolicies/ppm_admingov_1.shtml#3.0).

The Dean, in consultation with the chairs, appoints faculty to the Committee on Academic Standards; these faculty generally chair or serve on departmental curriculum committees. Faculty representatives from the MPH and DrPH Programs also serve on the CAS to facilitate communication between their programs and the departments. Students are appointed to the CAS by the Dean in consultation with the Student Assembly. The CAS and the MPH Executive Board and DrPH Executive Committee report regularly to the Committee of the Whole and the Advisory Board; minutes of their meetings are provided to the Advisory Board. Faculty serving on the CAS, MPH Executive Board, and DrPH Executive Committee are expected to inform and seek input from their respective departments on the topics under discussion. Recent topics have included the development of the part-time DrPH program (CAS and DrPH Executive Committee, 2003, 2005), development of MPH concentrations (CAS and MPH Executive Board, 2003), definition of and procedures for certificate program review and approval (CAS, 2003), and assessment of MHS programs (CAS 2005–2006).

Research and Service Expectations and Policies

Expectations for service, academic, and research activities of each faculty member are identified at the time of recruitment and may be periodically renegotiated by the chair or, in the case of non-professorial faculty, by the senior faculty supervisor (see Chapter VIII Faculty, Appendix VIII.B.1 Policies and Procedures, and http://www.jhsph.edu/schoolpolicies/ppm_faculty_1.shtml).

School Committees

Standing Committees: The School has approximately 20 standing School-wide committees (Table III.2), along with numerous ad hoc and other committees. The mission of each School-wide committee is set by the Advisory Board (Exhibit III.1 School Committees). Each committee is chaired by a faculty member. Committee members are appointed by the Dean in consultation with department chairs, committee chairs and staff, the Student Assembly (for students), the Office of Human Resources (for staff), and with individual faculty who indicate interest in serving on a particular committee (see Appendix III.1 Committee Membership). Most faculty are appointed to three-year terms so that one-third of each committee changes annually. Many committees have student and staff representation, depending on their mission. Students and staff members have full voting privileges and usually serve for several years to provide continuity.

Most committees meet monthly; however, the frequency varies with the workload. Minutes of standing committee meetings are made available to the Advisory Board. Actions or recommendations for actions are forwarded to the Advisory Board, Committee of the Whole,

Faculty Senate, or other bodies for broader discussion, consensus building, and policy approval, if appropriate.

Table III.2 **Standing School-wide Committees, 2006**

Academic Ethics Board and Student Conduct Board	Committee on Information Technology
Advisory Board	Committee on Professional Conduct
Applied Public Health Executive Committee	Committee on Technology Transfer
Committee of the Whole	Conflict of Interest Committee
Committee on Academic Standards	DrPH Executive Committee
Committee on Affirmative Action	Graduate Medical Education Committee
Committee on Appointments and Promotions	MPH Admissions Committee
Committee on Finance	MPH Executive Board
Committee on Honors and Awards	Institutional Animal Care and Use Committee
Committee on Human Research #1 ¹	Steering Committee of the Advisory Board
Committee on Human Research #2 ¹	

¹ Due to the volume of research activities, the School has two institutional review boards for human subjects research; they follow the same policies and procedures
Exhibit III.1 describes the responsibilities of each School-wide committee

Department, Program, and Center Reviews: As part of the School’s continuous self-evaluation, periodic reviews of each academic department and selected programs and centers are conducted (Table III.3). Until the end of 2005, departments were reviewed approximately every seven years; however, a 2005 revision of the departmental review policy now mandates reviews every five years. Reviews are also initiated upon the announced departure of a department chair, prior to the start of the search for a new department chair (see Administration and Governance Policy Memorandum # 2 at http://www.jhsph.edu/schoolpolicies/ppm_admingov_2.shtml).

Departmental Self-studies: Prior to the review, the department, program, or center conducts a self-study that serves as the information base for the review. The self-study process enables faculty and students in the department, program, or center to identify and begin to solve issues before the formal review.

Departmental Review Committees: The reviews focus on leadership, administration, and educational and scholarly programs. Each review committee consists of faculty appointed by the Dean and includes faculty recommended by the department being reviewed. Review committee members, however, cannot be from the department under review (see Appendix III.1 Committee Membership). The 2005 departmental review policy also includes the explicit option that the review committee and/or the Dean may seek external reviewers to further evaluate the educational and scholarly programs of the department, program, or center. One year after being reviewed, the department chair or center/program director reports to the Advisory Board on the changes that resulted from the recommendations of the review committee.

Departmental reviews may have substantive impacts on the School, as well as the department. For example, during the 2001 review of the Department of Health Policy and Management, the review committee recommended further study of the organization of the department's social and behavioral sciences academic component. In 2002–2003, the Dean convened a faculty committee that engaged the entire School in this discussion, and identified the need and several models for consolidating behavioral sciences academic initiatives. The committee recommended forming a new department that would increase the visibility and cohesiveness of the School's behavioral and social sciences activities. As a result, the Department of Health, Behavior and Society was created in 2004–2005 to provide a dedicated academic home for behavioral sciences related to public health. The core faculty of the new department are the former social and behavioral sciences faculty of the Department of Health Policy and Management, joined by a small number of faculty from other departments in the School. The department's inaugural chair was recruited in 2005.

Table III.3 **Most Recent Reviews of Departments, MPH and DrPH Programs, Selected Centers**

Department	Appointment of Chair, Director	Date of Most Recent		
		Self-study	Review	Search for New Chair, Director
Biochemistry and Molecular Biology	1990	1999, 2006	1999-2000 <i>projected 2006</i>	–
Biostatistics	1996	2003	2003-2004	–
Environmental Health Sciences	1993	2001	2002-2003	–
Epidemiology	1994	2001	2001-2002	–
Health, Behavior and Society	2005	–	2003-2004 ¹	2004-2005
Health Policy and Management	2005	2000, 2004	2000-2001 2004-2005	2004-2005
International Health	1985	1999, 2006	1999-2000 <i>projected 2006</i>	–
Mental Health	2002	2002	2003	– ²
Molecular Microbiology and Immunology	1994	2003	2004	–
Population and Family Health Sciences	2004	–	2000 ³	2002-2003
Academic Program				
DrPH Program	2003	–	2002-2003	– ²
MPH Program	2002	2000	2000-2001	– ²
Selected Centers and Initiatives				
Center for Alternatives to Animal Testing	1981	2003	2003-2004	2006
Welch Center for Prevention, Epidemiology, and Clinical Research	1998	2003-2005	2006	–

1 The Department of Health, Behavior and Society was created according to recommendations of the 2003–2004 Ad Hoc Committee on Behavior and Health; a search for the inaugural chair followed

2 Leadership appointed internally

3 The Department of Population and Family Health Sciences, which grew from the 1997 merger of the Departments of Maternal and Child Health and Population Dynamics, underwent an assessment in preparation for the search for a new chair

University Committees: Because of the decentralized nature of the University, University-wide committees play an important role in the oversight and coordination of shared resources and administrative decision making. Selected committees on which School faculty and students presently serve are listed below (Table III.4 and Exhibit III.2 University Committees).

Table III.4 **University Committees on Which School Faculty or Students Serve, 2005–2006**

Council of Deans	Johns Hopkins University Graduate Board
Diversity Leadership Council	Joint Services Committee
Faculty Budget Advisory Committee	Oversight Committee for Johns Hopkins Technology Transfer
HopkinsOne Faculty Advisory Committee	Part-time Education Committee
Institutional Compliance Committee	University Committee on Status of Women
International Affairs Coordinating Committee	War Zones Task Force

Exhibit III.2 describes the responsibilities of the University committees on which School faculty serve

Assessment

Strengths

- Transparent governance processes in which all parts of the School community participate
- Governance processes that are adaptive to the needs of and challenges facing the School
- Non-hierarchical methods of communicating and enacting new policies that are developed by committees comprised of faculty, students, and staff
- Consistent and routine self-evaluation activities at School, departmental, academic program, and center levels

Challenges

- The size and complexity of the School can pose challenges in:
 - Assuring complete and full communication and participation by all School constituencies
 - Assuring that the governance processes are understood by faculty, staff, and students

Plans

- The deans, department and academic program leadership, Faculty Senate, and Student Assembly will continue to:
 - Strengthen communications among faculty, staff, students, alumni, and other constituencies regarding the School's priorities, initiatives, and processes
 - Re-evaluate the effectiveness of the School's governance and initiate change as necessary

The criterion is met

Mission and Responsibilities of School-wide Committees

Academic Ethics Board: Responsible for maintaining academic integrity in the School. It meets as needed to discuss policy issues and to hear cases concerning violations of academic ethics. Membership: six students selected by the Student Assembly and four faculty selected by the Dean.

Student Conduct Board: Convenes as needed to hear formal charges against students accused of misconduct. Membership is the same as the Academic Ethics Board.

Institutional Animal Care and Use Committee: University-wide committee charged with assuring University compliance with the Animal Welfare Act and Public Health Service policies. It conducts semi-annual evaluations of animal care programs and inspects their facilities, provides advice on animal care program facilities and personnel training, reviews animal use protocols and animal welfare concerns, and suspends animal activity in the event of noncompliance. Membership includes six faculty members from the School.

Applied Public Health Executive Committee: Oversees the Interdepartmental Applied Public Health Program activities that focus on public health practice in local, state, and regional health departments; the federal government; and non-governmental agencies. Membership: practice-oriented faculty recommended by department chairs and appointed by the Dean.

Committee on Academic Standards: Oversees and promotes the quality and integrity of the School's academic programs; governs the content, scheduling, evaluation, and credentialing of academic programs in the School and implements related School and University policies; approves new degree programs and courses and must also approve substantial changes to existing academic programs and courses; and credentials students for degree completion, based on the recommendations of their academic program and department. Membership: faculty, staff, and students recommended by department chairs and appointed by the Dean.

Committee on Affirmative Action: Recommends affirmative action and equal opportunity policies and procedures relating to faculty, staff, and students, including recruitment, promotion, salary equity, equal program accessibility, and opportunity for advancement. Membership: faculty, staff, and students appointed by the Dean.

Committee on Appointments and Promotions: Reviews all recommended appointments at the level of professor, associate professor, assistant professor, and scientist, and recommends their disposition to the Advisory Board. Assures that the highest standards of scholarship, teaching, and service are maintained for each appointment; appointments are consonant with the School's immediate and longer-term needs; and affirmative action requirements are fulfilled. Membership: full professors from all academic departments appointed by the Dean.

Committee on Finance: Reviews all major financial initiatives of the School, assures that the highest standards are maintained for each review, assures that the initiatives comply with the School's academic mission, and makes recommendations regarding their disposition to the Advisory Board and Faculty Senate. Membership: a joint committee of the Advisory Board and Faculty Senate comprised of Faculty Senate leadership and several deans and department chairs.

Committee on Honors and Awards: Recommends students to the Dean for School-wide honors and awards and may also recommend faculty and alumni for specific awards. This committee of faculty and students meets several times in the spring of each year to decide on awards for graduating and continuing students.

Committees on Human Research #1 and #2: Due to the size of the School's human subjects research program, the School's institutional review board is comprised of two committees, collectively termed the Committees on Human Research. The committees engage in the same work, have identical structures, and follow the same policies. All human research activities of the School's faculty, students, and staff are governed by the committees and by federal rules and other regulations on human subjects research. The committees assure that the rights and welfare of study participants are protected. The committees review and approve all human subjects research methods, recruitment techniques, study procedures, consent and other forms, documents, and data collection instruments. Membership: faculty, students, and staff appointed by the Dean.

Committee on Information Technology: Provides overall strategic planning for the School's information technology infrastructure. Membership: a joint committee of the Advisory Board and Faculty Senate comprised of faculty, staff, and students.

Committee on Professional Conduct: Receives allegations of research fraud and scientific misconduct by faculty, staff, or students, and conducts inquiries and investigations into these allegations. Membership: five full professors selected by the Dean.

Conflict of Interest Committee: Resolves differences in the interpretation of conflict of interest, receives inquiries from faculty concerning the appropriateness of actions by other faculty or administrative officers, reviews all activities regarding transfer of intellectual property, reviews required faculty disclosure reports, and raises relevant conflict of interest issues with the Advisory Board.

DrPH Executive Committee: Oversees and administers the School-wide component of the program; develops School-wide DrPH program objectives, goals, and educational competencies; coordinates and monitors program implementation within the departments that offer the DrPH degree; works with departments to establish and maintain a core DrPH curriculum that builds disciplinary skills in the context of public health leadership and practice; and assesses matters related to the performance of DrPH students. The DrPH Executive Committee has three standing subcommittees. Membership: faculty from departments that offer the DrPH degree or provide core DrPH instruction and mentorship, at

Exhibit III.1
School-wide Committees

least two part-time faculty from the public health practice community, and current DrPH students. Members are appointed by the Dean.

Graduate Medical Education Committee: Oversees the General Preventive Medicine and Occupational Medicine residency programs and assures that all sponsoring institutions meet their residency education responsibilities, including adopting and monitoring the Accreditation Council for Graduate Medical Education (ACGME) policies.

MPH Executive Board: Establishes policies and procedures for all aspects of the MPH Program including curriculum requirements, areas of concentration, and faculty advisor assignments, and shares oversight of the School's responsibility for the combined MPH degree programs. The board has two standing subcommittees. Membership: at least one faculty member from each academic department recommended by department chairs and appointed by the Dean.

MPH Admissions Committee: Responsible for all MPH admissions decisions and makes MPH admissions standards policy recommendations to the MPH Program. Membership: all MPH Executive Board members plus additional faculty appointed by the Dean.

Advisory Board Steering Committee: Meets several times a year to assure that the deans, department chairs, and Faculty Senate have full opportunity to raise topics at Advisory Board and Committee of the Whole meetings. Membership: Faculty Senate leadership and several deans and department chairs appointed by the Dean.

Committee on Technology Transfer: Identifies, assesses, and captures technology transfer opportunities in the School and organizes a small grants program for faculty. Membership: faculty, staff, and students.

Appendix III.1 Committee Membership lists the membership of each committee.

Mission and Responsibilities of University Committees

Faculty and students of the School sit on numerous University-wide committees. The mission of some of these key committees is described below, along with membership from the School.

Council of Deans: Chaired by the Provost, the deans meet monthly to discuss University-wide matters, and provide input and feedback on administrative/managerial, academic, and fiscal matters. Membership: Dean Klag

Diversity Leadership Council: The council is comprised of faculty, staff, and students from the Johns Hopkins Institutions. It recommends and promotes policies, programs, and other initiatives to attract and retain a diverse faculty, staff, and student body; examines formal and informal structural and procedural obstacles to inclusiveness; recommends changes to foster greater inclusion; promotes and supports diversity awareness education campus-wide; and serves as a liaison to encourage greater Baltimore-community involvement by the Schools of Medicine, Nursing, and Public Health. Membership: Dr. Nirbhay Kumar and Ms. Larissa Jennings

Faculty Budget Advisory Committee: Charged with providing faculty input to the University's senior administration regarding financial issues and giving feedback from the University to the School's faculty. Membership: Drs. Jonathan Links and Donald Steinwachs

Joint Services Committee: Oversees services shared by the Schools of Medicine, Nursing, and Public Health and the Welch Library system and sets management policies for the services, oversees their annual operating and capital budgets, and develops and revises resources allocation methodologies to these services on a cost-sharing basis. The services include security, the library, East Baltimore campus housing, occupational health, transportation, and parking. Membership: Dean Hansen

Hopkins One Faculty Advisory Committee: Provides faculty input regarding the conception, development, implementation, and evaluation of HopkinsOne, the University-wide administration software currently under development. Membership: Dr. Donald Steinwachs, chair

Institutional Compliance Committee: Responsible for analyzing all University compliance systems to assure that they function as designed, and for assuring that faculty, staff, and students are educated about the University and divisional policies for these systems. The committee has purview over human subjects and animal protection, export controls, privacy of student educational records (FERPA), scientific misconduct, effort reporting, financial management, and conflict of interest, among others. Membership: Dean Krag

International Affairs Coordinating Committee: Serves as a vehicle for encouraging and coordinating global initiatives among the University's divisions. Membership: Dean Yager

Johns Hopkins University Graduate Board: Responsible for administrating the University-wide policies and procedures for awarding the Doctor of Philosophy degree, for recommending changes in existing PhD programs, and for approving new PhD programs. It also oversees an information system that provides data used to review general trends in graduate education in the University. Membership: Drs. Janet DiPietro and E. William Spannhake

Oversight Committee for Johns Hopkins Technology Transfer: Oversees financial and non-financial matters and policies of the University's Technology Transfer program, assists in setting the program's policies and direction, and acts in an advisory capacity to the University Director of Technology Transfer. Membership: Dean Hansen

Part-time Education Committee: Reviews and approves new part-time programs proposed by all academic divisions, including degree, certificate, and non-credit continuing education programs. It also serves as a clearinghouse for and coordinator of non-traditional programs for the University and provides organization and administration input regarding the Montgomery County campus where several divisions, including the School, offer part-time academic programs and courses. Membership: Dr. Edyth Schoenrich

University Committee on Status of Women: Develops formal analyses for the University and its leaders about the nature and seriousness of the obstacles to gender equity for faculty, students, and staff, and recommends University and divisional strategic approaches to improve gender equity. It collaborates with the Diversity Leadership Council to identify equity issues that similarly affect women and underrepresented minorities, and to recommend appropriate interventions. Membership: Drs. Francesca Dominici and Michelle Hindin

War Zones Task Force: The task force was convened in September 2004 to consider the University's responsibility to ensure the health and safety of its faculty, staff, and students working in high-risk areas of the world on University-related activities, and to determine the conditions appropriate for such work. Membership: Dr. David Peters