

## **Chapter X**

# **Evaluation and Planning**

## **X.A Evaluating and Monitoring Process**

### **CEPH Criterion**

The School shall have an explicit process for evaluating and monitoring its overall efforts against its mission, goals, and objectives; for assessing the School's effectiveness in serving its various constituencies; and for planning to achieve its mission in the future

## Evaluating and Monitoring Process

### **CEPH Expected Documentation**

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- 1 Description of evaluation procedures and planning process being used
  - 2 Identification of measures by which the School may evaluate the effectiveness of its evaluation and planning activities, along with data regarding the School's performance against these measures over the last three years
  - 3 Assessment of the extent to which this criterion is met
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## Evaluating and Monitoring Process

### Overview

Throughout this self-study report, we have enumerated the evaluation and planning activities that guide the School's direction and initiatives. Many of these evaluative approaches and activities are conducted routinely, while others occur on a more ad hoc basis. These activities and assessments are reviewed below.

### Strategic Plan 2000

Strategic Plan 2000 was launched at the end of the 1999 self-study and subsequent reaccreditation. As discussed in the first chapter and throughout this report, the plan has been the guiding blueprint for the School over the past six years. Achievements of the objectives for the plan's four major goals (Table X.A.1) are described in the first chapter. Many of the goals and objectives outlined in Strategic Plan 2000 have been fully met, while we continue to work to achieve others. For some of the objectives, we have determined that they may not be achievable due to changes in the external environment.

Table X.A.1 **Current Self-study Goals**

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<b>Education</b>	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
<b>Faculty</b>	Recruit, promote, and retain outstanding faculty
<b>Research</b>	Prepare the School to respond quickly and competitively to emerging public health challenges
<b>Practice</b>	Emphasize the importance of professional practice

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Strategic Plan 2000 is not a static document; our progress in meeting its goals and recommendations is revisited periodically by the School's leadership, faculty, and students. The present self-study will lay the foundation for the next cycle of strategic planning by helping us identify the most salient issues affecting the School's future, while assuring our important place in public health education, research, practice, and service.

### Other Evaluation and Planning Activities

A number of other evaluation and planning activities described throughout this self-study are critical components of our self-assessment and planning processes that involve faculty and students. Some are primarily quantitative in nature, while others are more qualitative, enabling creative interaction and discussion among the School's constituencies. Each activity is evaluative, leading to further assessment and planning. Some of the activities affect all members of the School's community—students, faculty, alumni, and community constituencies, while others are particular to specific groups. Examples of some of these activities are listed below (Table X.A.2).

Table X.A.2 **Examples of the School's Evaluation and Planning Activities**

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**Course Evaluations**

Undertaken at the end of each of the School's five terms for all courses offered during the term

**Graduating Student Exit Survey**

Survey of all graduates of the School is conducted at the end of the academic year

**Alumni Survey**

Underway in 2006

**Ad Hoc Surveys, Analyses, Evaluations, and Data Collection**

Undertaken for specific needs, such as the development of MPH concentrations, doctoral attrition study, and trend analyses of specific data

**Department and Center Self-studies and Reviews**

Conducted approximately every five to seven years for each department and selected centers

**Faculty Salary Equity Analyses**

Annual analysis is shared with the Committee on Affirmative Action and Faculty Senate

**Assessment of Faculty Recruitment Pools**

Annual assessment by the Committee on Affirmative Action

**Departing Faculty Exit Interviews**

Conducted when faculty leave the institution, and used to determine approaches to retaining excellent faculty

**School Leadership Retreat**

Held annually, with extensive documentation of discussion and decisions made

**Needs Assessments for Public Health Workforce**

As funded and within different programs, to facilitate development of training courses and programs

**Dean's Alumni Advisory Council**

Advises on issues influencing the mission and direction of the School

**Health Advisory Board**

Brings diverse interests and expertise to issues of critical importance, increases basis of support, and serves in an advocacy role for the School

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The effectiveness of our evaluation and planning activities can be seen by the substantial progress we have made in meeting our own goals (Chapter 1 Mission, Goals). The School's leaders (deans, department chairs, Faculty Senate, and others) use the outcomes and recommendations of quantitative and qualitative evaluations, discussions, and other input to continue improving our educational, research, practice, and service programs, and when needed, to better organize them, as we continue reaching out across the globe to fulfill our mission.

### Assessment

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#### Strengths

- Varied, multiple, and routine evaluation activities are used for planning purposes, and are conducted on a routine basis, most often yearly; specifically, the School routinely evaluates its teaching, research, and professional practice/service activities across many domains
- The School's leadership is committed to translating formal and informal evaluations and input into plans to strengthen the institution and reach out to new constituencies
- The entire School is engaged in self-assessment, as well as the self-study process
- We have presented substantive evidence of self-evaluation in this report; many documents are included in the appendices and others will be available at the site visit

#### Challenges

- Changes in the external environment (e.g., funding cycles) continue to have an effect on planning and identifying priorities

#### Plans

- The School will continue to seek increased involvement of all of its constituencies in planning and evaluation activities

#### This criterion is met

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# Chapter X

# Evaluation and Planning

## X.B Self-study Process

### **CEPH Criterion**

For purposes of seeking accreditation by CEPH, the School shall conduct an analytical self-evaluation and prepare a self-study document that responds to all criteria

## Self-study Process

### **CEPH Expected Documentation**

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- 1 Provision of all documentation specified as being expected
  - 2 Description of the process used for the self-study
  - 3 An analysis of the School's responses to recommendations in the last accreditation report
  - 4 Summary statement of the School's strengths and weaknesses in regard to each accreditation criterion and to the School's performance overall
  - 5 Assessment of the extent to which this criterion is met
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### Overview

The current self-study engaged all of the School's constituencies. A planning committee of faculty, students, staff, alumni, and community representatives guided the entire process. The self-study process began in the spring of 2004 when the co-directors, James Yager and Donna Strobino, and associate directors, Robin Fox and Elizabeth Holt, were named and agreed to assume these positions. The team held its first meeting in July 2004 to discuss the time table for the self-study and the proposed process. Monthly meetings began in September 2004, with bimonthly meetings starting in October 2005, and more frequent meetings as needed.

**Self-study Team:** The self-study team had four primary roles. The first was informing the School about the self-study process and gaining support for its conduct from the hundreds of faculty, staff, and students who were central to its completion and quality. The second role was overseeing the preparation of learning objectives (competencies) for each degree program. This included reviews of existing competencies and preparation of new ones, as appropriate, by the faculty of each degree program. In addition, the team worked with faculty to complete learning objectives for each course. The third role was identifying the appropriate dean, faculty, or staff member who should be involved in the preparation of each self-study chapters and overseeing the review of the chapter by the School and community. The final responsibility was the review, by all four team members, of the draft and subsequent revisions of the self-study report.

The self-study team met with all important School constituents, committees, department representatives, and staff to discuss the objectives and processes to be undertaken for the report. They met with the Advisory Board at the end to October 2004 to discuss the schedule and process, and to request appointment of a faculty member from each department for the Self-Study Steering Committee.

**Self-study Steering Committee:** The steering committee held its first meeting December 15, 2004 (Table X.B.1). Its first discussions were informational; the committee reviewed a proposed self-study timeline, the 1999 self-study report, the 1999 CEPH accreditation review, Strategic Plan 2000, and a draft format for degree program competencies. The committee discussed, in detail, the goals and objectives of Strategic Plan 2000 and the School's progress in meeting them.

The committee members acted as liaisons with their departments, the student body, and representative alumni. A major role was promoting the development of degree competencies and course learning objectives within their departments. Once the committee agreed on the process to revise and develop the degree program competencies and course learning objectives, several additional members were added to the committee to assure full engagement across the School and community. The committee also reviewed early drafts of this report. Committee members and others, external and internal to the School, were asked to review later drafts and provide comments.

**Internal and External Input:** In addition to the steering committee, the self-study team met with several groups to review the self-study process and seek additional input.<sup>1</sup> The team met with the Committee on Academic Standards, the MPH Executive Board, the DrPH Executive Committee, the Faculty Senate, The Committee of the Whole, and the Advisory Board, as well as with academic coordinators from each department. At least two of the self-study team members met with departments to review the process for writing degree program competencies and course learning objectives, and to confirm information about each degree program (see Chapter V.C Competencies). Self-study team members also met with groups involved in service- and community-based activities.

This self-study report represents the input of the administration, faculty, staff, students, and alumni of the School, as well as members of the larger community. Draft chapters were posted on the School's Web site as they became available for review. In March 2006, an invitation was extended to the faculty, staff, students, and alumni requesting their review, comments, and suggestions on early chapter drafts. In June 2006, the self-study team asked numerous public health professionals external to the School, as well as faculty, students, staff, alumni, and the community at large for feedback on the draft report. They were also invited to send CEPH comments about the School. The final report was posted online in September 2006.

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<sup>1</sup> Documentation of these meetings will be provided at the CEPH site visit

Table X.B.1 **Self-study Steering Committee**

**Co-Directors**

Donna STROBINO, PhD	Professor, Population and Family Health Sciences
James YAGER, PhD	Senior Associate Dean for Academic Affairs and Professor, Environmental Health Sciences

**Associate Directors**

Robin FOX, MS	Associate Dean for Academic Affairs
Elizabeth HOLT, DrPH	Assistant Scientist, International Health

**Committee Members**

Emily AGREE, PhD	Associate Professor, Population and Family Health Sciences
Amy BOORE, MPH	Doctoral Student, Epidemiology and President of the Student Assembly
James COBEY, MD, MPH	Alumnus, orthopedic surgeon, and founder of Health Volunteers Overseas
Charles FLEXNER, MD	Associate Professor, Clinical Pharmacology and Associate Director of the Graduate Training Program in Clinical Investigation
Stephen GANGE, PhD	Associate Professor, Epidemiology
David HOLTGRAVE, PhD	Professor and Chair, Health, Behavior and Society
Nicholas IALONGO, PhD	Professor, Mental Health
Judith KASPER, PhD	Professor, Health Policy and Management
Sara LOWTHER, MPH	Student, Epidemiology
John MCGREADY, MS	Instructor, Biostatistics
Kamila MISTRY	Student, Population and Family Health Sciences
Glenn ROSS	Community Representative
Edward SABATINO	Community representative and Executive Director, Historic East Baltimore Community Action Coalition, Inc
Aaron SCHNEIDERMAN, PhD, MPH, RN	Alumnus, Risk Communications Specialist, War Related Illness and Injury Study Center, Department of Veterans Affairs
John SCOCCA, PhD	Professor, Biochemistry and Molecular Biology
Alan SCOTT, PhD	Professor, Molecular Microbiology and Immunology
E. William SPANNHAKE, PhD	Professor, Environmental Health Sciences
Srinivas SRIDHARA, MHS	Student, Mental Health and Past President of Student Assembly
James TIELSCH, PhD	Professor, International Health
Susan TONASCIA, ScM	Associate Scientist, Epidemiology and Associate Chair, MPH Program

**Ex Officio**

Herbert HANSEN, MBA, CPA	Senior Associate Dean for Finance and Administration
Sharon KRAG, PhD	Associate Dean for Graduate Education and Research and Professor, Biochemistry and Molecular Biology
Robert LAWRENCE, MD	Associate Dean for Professional Practice and Programs and Professor, Environmental Health Sciences
Michael WARD, MEd	Associate Dean for Student Affairs
Paul WHONG, MDiv	MPH Program Manager

## Responses to Recommendations from Previous Accreditation Report

An analysis of the School's responses to the recommendations of the last accreditation report is listed below.

Criterion		Comments and Responses
I	Mission, Objectives, and Goals	No significant weaknesses were identified
II	Setting and Organization	No significant weaknesses were identified
III	Governance	No significant weaknesses were identified
IV	Resources	No significant weaknesses were identified
V.A	Degree Programs	<p>The review committee questioned the viability of a professional masters degree option in biostatistics</p> <p>Response: The School has developed a biostatistics professional track for MPH students. Following the review of the MPH program, in 2003, the newly-formed MPH Executive Board approved 11 concentrations, of which one is Epidemiological and Biostatistical Methods for Public Health and Clinical Research. Students in the concentration can specialize in either epidemiologic or biostatistical methods, depending on the course options they choose. A small number of MPH students have taken the advanced courses required for a concentration in biostatistics (Chapter V.A. Degree Programs).</p>
V.B	Professional Degrees	<p>The Review Committee commented that professional MHS students were not being exposed in sufficient depth to all five core areas of public health, especially environmental health sciences, and singled out programs in the Departments of Health Policy and Management and International Health</p> <p>Response: As described in the Interim Report submitted by the School in November 2001, a new course, Introductory Principles of Environmental Health (<a href="#">180.660</a>), was developed and is required for all professional MHS students in the Departments of Health Policy and Management and Population and Family Health Sciences. Professional MHS students in International Health select one of several courses that specifically address the topic of environmental health. They include Environmental Health (<a href="#">180.601</a>) and Tropical Environmental Health (<a href="#">182.626</a>). The School has continued to monitor the curricula in the professional MHS programs to ensure that all five core areas receive appropriate depth of coverage in the required courses. Each professional MHS degree program has identified competencies related to environmental health and each of the other core areas.</p>

## Self-study Process

Criterion	Comments and Responses
V.B Professional Degrees	<p>The CEPH Review Committee also commented that the MHS programs had not integrated the practicum into their curricula</p> <p>Response: This observation stemmed from the lack of clarity in the self-study report with regard to the difference between the professional and academic MHS degrees in the Department of Environmental Health Sciences. In response to this criticism, as reported in the November 2001 Interim Report, the Department of Environmental Health Sciences developed a clear distinction between its professional MHS in Industrial Hygiene (Occupational and Environmental Hygiene) that requires a field experience, and its academic MHS degree program that does not. All professional MHS programs require a field placement experience following completion of didactic course work.</p>
V.C Degree Program Learning Objectives	<p>The Review Committee indicated that little attention was paid to the core learning objectives for the professional MHS Programs</p> <p>Response: Core learning objectives (competencies) have been updated for each professional and academic MHS program, as well as all other degree programs in the School (Competencies). Moreover, the Committee on Academic Standards recently reviewed the professional and academic MHS programs and developed separate Policy and Procedures Memoranda for the two different degrees. The self-study team also worked closely with departments to ensure that the competencies for each degree program were complete and appropriate.</p>
V.D Assessing Student Progress	<p>No significant weaknesses were identified</p>
V.E Academic Degrees	<p>The site visit report noted that there were no uniform requirements for the PhD and ScD degrees, although the School intended to impose some School-wide expectations</p> <p>Response: After reviewing all PhD and ScD programs, a series of uniform expectations were developed that are now codified in the relevant School policies that govern these degree programs. In addition to the required course, Public Health Perspectives on Research (<a href="#">550.865</a>), each PhD and ScD student must form a Thesis Advisory Committee that meets with the student annually to evaluate progress in research and other degree requirements.</p>

<b>Criterion</b>		<b>Comments and Responses</b>
V.E	Academic Degrees	<p>The Review Committee was concerned about the breadth of the curriculum for academic masters degree programs in the School, in particular the students' understanding of the breadth and scope of public health. The interim report emphasized that the Public Health Perspectives on Research course should be required of students in these programs, but that the requirement had not yet been implemented at the time of the report</p> <p>Response: This requirement has now been extended to all academic MHS and ScM degree program students, as well as all PhD and ScD programs. Moreover, academic MHS degree students must take at least 12 credits of coursework in departments outside their primary department, and at least one of these courses must be from a department within the School.</p>
V.F	Doctoral Degrees	No significant weaknesses were identified
V.G	Combined Degrees	No significant weaknesses were identified
V.H	Nontraditional Formats	No significant weaknesses were identified
VI	Research	No significant weaknesses were identified
VII	Service	<p>The Review Committee noted that the School lacks a formal "active service program" as specified in the accreditation criterion</p> <p>Response: The School has expanded opportunities for faculty and student service through the Interdepartmental Applied Public Health Program, SOURCE, and the many centers that organize around specific focal areas for service and public health practice activities. Faculty continue to work with organizations, agencies, and governments (Chapter VII Service). These efforts are recognized at the time of promotion, with concomitant evidence of scholarly productivity, and in annual meetings with department chairs and division directors (Chapter VIII.B Faculty Policies).</p>
VIII.A	Faculty	No significant weaknesses were identified
VIII.B	Faculty Policies	No significant weaknesses were identified

## Self-study Process

Criterion	Comments and Responses
VIII.C Faculty Diversity	<p>The site team stated the School recognized its problem with diversity of the faculty, but approaches to addressing it were not well articulated</p> <p>Response: Increasing the diversity of the faculty remains a difficult task, although strides have been made with regard to women faculty. The number of women who are full professors has risen, and of the three newly appointed department chairs in the past five years, one is a woman. Half of the deans also are women. The percentage of underrepresented minorities has remained relatively static in the School, but more are in senior faculty positions. We have also made strides to recruit and support minority students, with an eye to grooming some for faculty positions (Chapter VIII.C Faculty Diversity).</p>
IX.A Students	No significant weaknesses were identified
IX.B Student Diversity	<p>The Review Committee noted that the School recognized the multiple reasons for the low rates of underrepresented minorities among students, but that they needed to be given priority attention</p> <p>Response: The School has implemented several strategies to address this issue, such as establishment of an Office of Diversity and provision of new, substantial scholarships from School funds to support minority doctoral students or those interested in health disparities (Chapter IX.B Student Diversity).</p>
IX.C Student Advising	No significant weaknesses were identified
IX.D Student Roles	No significant weaknesses were identified
X.A Evaluation and Planning	<p>The Review Committee noted that some students felt that course evaluation results were not used to address poor ratings of courses or instructors</p> <p>Response: Course evaluations are being used to identify courses with poor ratings and improvements have been seen in many courses as a result (Chapter IX.D Student Roles).</p>
X.B Self-study	No significant weaknesses were identified

## **Assessment**

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### **Strengths**

- The self-study report:
  - Addresses each criterion set forth by CEPH for accreditation of the School
  - Includes responses to the concerns identified in the previous accreditation report
- The self-study process and report was a collaborative effort by the Self-study Steering Committee and many faculty, staff, and students throughout the School, as well as the community at large

### **Plans**

- The self-study report and the accreditation report from CEPH will serve as the foundation for the School's Strategic Plan 2007

### **The criterion is met**

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**Summary of 2006 Self-study: Strengths, Challenges, and Plans**

**Chapter I Mission, Goals, and Objectives**

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**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**

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## **Chapter II.A External Organization**

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### **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**

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## Chapter II.B Internal Organization

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### 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**

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## **Chapter III Governance**

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### **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**

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### Chapter IV Resources

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#### Strengths

- Since 1999 the School has experienced increases in:
  - Revenue from grants, contracts, designated funds, and endowment
  - Research activities
  - Full- and part-time student enrollment and faculty size that has resulted in lowered student-to-faculty ratios
  - Student scholarship funds
  - Wolfe Street Building floor space and staff size that parallels the School's growth in research and enrollment
- The School is:
  - Renovating the Wolfe Street Building and Hampton House
  - Leasing a community-based activities building that is under construction
- The School has continued to:
  - Implement financial management policies begun in the early 1990s
  - Maintain three types of reserve funds built from surplus income
  - Utilize transparent formulas to allocate general funds to departments
  - Negotiate with the University for favorable revenue flow
- The Office of Information Systems has:
  - Expanded technical support for 5,000 users
  - Strengthened data security and access
- Libraries have pioneered digitization so that faculty, students, and staff can access information from anywhere at any time

#### Challenges

- Two-thirds of the School's revenue is derived from grants and contracts, for which funding has become increasingly more difficult to secure
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## **Chapter V.A Degree Programs**

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### **Strengths**

- The School offers more than 100 professional and academic degree programs through its 10 academic departments, the Graduate Training Programs in Clinical Investigation, and the Master of Public Health Program
- Information about the curriculum and requirements for degree programs is available through several publications, all of which are online for students and applicants to access

### **Challenges**

- Maintaining consistency among the sources of information for degree programs is a challenge for a School our size, and has been a major accomplishment of the self-study

### **Plans**

- The School will continue to offer the breadth and scope of the degree programs consistent with its mission and the Strategic Plan 2000 objectives to respond to the academic needs of present and future public health practitioners and researchers

**The criterion is met**

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### Chapter V.B Professional Programs

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#### Strengths

- All professional masters students are required to take at least one course in each of the five core public health areas
- DrPH students who have not earned the MPH degree are expected to take a course in each core public health area for which they have no prior training
- Beginning with students matriculating in 2006, all admitted MPH applicants are reviewed by the MPH Admissions Program to determine if completion of a practicum is required or optional. MPH students without sufficient public health experience must complete a practicum during their tenure as a student
- All professional MHS students must complete a practicum
- Practicum guidelines and requirements have been established by departments for professional MHS students and by the MPH Program for MPH students
- Professional practice placements are available to students in a variety of venues in Baltimore, Maryland, throughout the US, and internationally
- All professional masters students must complete a written, culminating paper/essay that enables them to integrate and apply the competencies they have acquired to a specific public health problem

#### Challenges

- The challenge in a school our size is to coordinate practice opportunities across departments and the MPH Program and to ensure that students are aware of the many opportunities available to them throughout the School

#### Plans

- The School will continue to provide more options for public health field experiences to students in the professional degree programs, and to broaden opportunities and continue to refine the content and guidelines for this experience

#### The criterion is met

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## **Chapter V.C Competencies**

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### **Strengths**

- Well-defined learning objectives (competencies) are in place for each degree program. This major activity involved a large number of committed individuals from all academic departments and the MPH and DrPH Programs
- A standardized format/template was developed to ensure that competencies and their learning and evaluation opportunities are consistent across departments and degree programs
- The competencies are available through each department and the MPH Program for use by faculty and students
- A variety of approaches are used to assess educational requirements and competencies including curricula and course evaluations, department reviews, annual School retreats, and department and School-wide strategic planning activities

### **Challenges**

- The sheer number of degree programs offered in the School makes it difficult to monitor and update competencies on a regular basis

### **Plans**

- The School's administration and the Committee on Academic Standards will more regularly and formally work with departments to assure that learning objectives (competencies) for degree programs are periodically reviewed and updated

### **The criterion is met**

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### Chapter V.D Assessing Student Progress

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#### Strengths

- The evaluation of students' progress through their degree programs is well monitored across the School, both at the individual student and degree program level
- MHS students and full-time and part-time/Internet-based MPH students graduate within the expected time frame of the degree program
- The percentage of doctoral students withdrawing from their program has been reduced since the last self-study

#### Challenges

- The time between enrollment and graduation is long for some doctoral students, resulting from delays in completing the oral examination to qualify for doctoral work and/or completing the thesis or dissertation
- While the percentage of doctoral students withdrawing from their program has been reduced since the last self-study, it still is greater than 10 percent

#### Plans

- Academic advisors, concentration directors, and Thesis or Dissertation Advisory Committees will continue to closely monitor the progress of students
- The School and its departments will continue to identify and reduce barriers to doctoral students completing their qualifying oral examination and final defense in a timely manner

#### The criterion is met

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## **Chapter V.E Academic Degrees**

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### **Strengths**

- The School's educational programs for academic degree students are exemplary
- The School requires that all PhD, ScD, and academic masters students complete a course on basic public health concepts and methods, and the translation of research into public health policy and practice, as well as a course on research ethics
- The progress of each doctoral student is annually reviewed by the student's Thesis Advisory Committee

### **Plans**

- The School will continue to offer academic programs of the highest quality and monitor the inclusion of public health curriculum in these programs

**The criterion is met**

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## **Chapter V.F Doctoral Degrees**

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### **Strengths**

- The School offers a broad range of excellent research and professional doctoral degrees, including degrees in each of the five core areas of public health
- The School has developed interdepartmental PhD programs in emerging areas (e.g., Molecular Epidemiology) and is developing new programs in areas such as Health Economics
- Doctoral students have the option to obtain masters degrees in areas such as Biostatistics and International Health concurrent with their doctoral studies

### **Challenges**

- It is a challenge to keep abreast of developments in public health that call for development of new doctoral programs, and particularly those that require interdepartmental collaborations

### **Plans**

- The School and its departments will continue to evaluate existing doctoral degree programs to ensure their quality and relevance to new public health challenges
- The School will continue to identify new areas for doctoral studies and adapt existing programs as appropriate

**The criterion is met**

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## Chapter V.G Combined Degrees

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### Strengths

- The School continues to offer long established programs that combine public health degrees with degrees in international relations, law, medicine, and nursing
- Since the last self-study, the school has launched three new combined degree programs: MPH/MBA, MPH/MSW, and MSSI/MHS

### Plans

- The School will continue to offer its long established and new combined degree programs and will develop additional ones as appropriate opportunities arise

**The criterion is met**

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## Chapter V.H Nontraditional Formats

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### Strengths

- The part-time/Internet-based MPH program offers the same quality of education as provided on-campus to full-time students
- The Center for Teaching and Learning with Technology works closely with faculty to supply all the technical expertise needed to produce online courses

### Plans

- Online courses will continue to be monitored to ensure they are of the same quality as their on-campus counterparts
- The Center for Teaching and Learning with Technology will continue to provide reliable, well-tested, and innovative teaching tools to enhance both online and on-campus courses; and the center will continue to provide superb technical support to students and faculty

**The criterion is met**

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## Chapter VI Research

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### Strengths

- The school supports a large and multifaceted research program that is closely aligned with its educational programs and its commitment to professional practice
- Students are integrally involved in all aspects of faculty research and benefit from learning in a rich environment where faculty are continually seeking solutions to some of the world's most important public health problems
- The faculty represent a unique range of disciplines encompassing basic molecular mechanisms to policy formulation. The School takes advantage of this breadth of expertise by promoting interdisciplinary and cross-departmental research
- Faculty also are involved in a broad range of community-based research activities that directly benefit the Baltimore community and beyond
- The School seeks to integrate research and practice programs and to ensure that researchers and health professionals collaborate on research about the most pressing health problems and their potential solutions

### Challenges

- The changing funding climate of private and public sources will make it more difficult to compete for the funds needed to undertake exemplary research
- The changing regulations for laboratory, human subjects, and animal research require constant vigilance to ensure compliance

### Plans

- The School's faculty will continue to:
  - Conduct innovative research across the breadth of public health disciplines
  - Identify areas for interdisciplinary research throughout the School and with other divisions of the University
- Faculty and students must continue to be vigilant of the changing climate with regard to private and public funding sources in order to compete for the funds needed to undertake exemplary research
- The School must also keep a watchful eye on the changing regulations and procedures for conducting research on human subjects as well as in the laboratory

### The criterion is met

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### Chapter VII Service

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#### Strengths

- The School's commitment to service and professional practice is articulated in the School's
  - Mission Statement
  - Faculty promotions criteria
  - Strategic Plan 2000
- Since the last self-study, core funds have been used to:
  - Establish the Interdepartmental Applied Public Health Program (APH)
  - Recruit and hire professional practice faculty
  - Support the Urban Health Institute
  - Expand the scope of SOURCE
  - Lease an East Baltimore building for the School's community-based activities
- Many of the School's 48 centers engage in service and professional practice activities that involve faculty, students, and often collaborating institutions and agencies
- Faculty are actively involved in local, national, and international service and professional practice activities with governmental and non-governmental organizations and industry
- Professional practice opportunities for students are increasing and include:
  - Local community-based activities identified by SOURCE
  - Student affiliation with centers that engage in service and professional practice activities
  - Professional practice opportunities at public health agencies or organizations are available through the School's part-time professional practice faculty
  - Courses with professional practice and service learning components, including new courses providing mentored opportunities for MPH students
  - Field experience for professional practice MHS students
  - Scholarships and scholars programs for doctoral students interested in community-based practice
- Continuing education including:
  - Course enrollment that exceeded 11,000 in 2005–2006
  - Scholarship programs that include short-term training
  - OpenCourseWare providing free access to School courses

#### Challenges

- Conflicting pressures and the rapid pace of course work make it difficult for students to participate in service opportunities
  - Continuing to integrate part-time professional practice faculty throughout the School
  - No central reporting of professional practice and service activities of individual faculty and students
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## **Chapter VII Service, continued**

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### **Plans**

- Continue to:
  - Strengthen collaboration with local and regional community-based and governmental public health-related organizations
  - Increase the scope of faculty and student engagement in the activities of the Urban Health Institute and Applied Public Health Program, and assure that community liaisons are involved at every juncture
- Increase mentored professional practice opportunities for students
- Offer additional continuing education opportunities in Baltimore and elsewhere
- Develop databases to capture faculty and student professional practice and service activities and identify grants and contracts with service and professional practice components

### **The criterion is met**

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### Chapter VIII.A Faculty

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#### Strengths

- The School's faculty represent the array of disciplines in public health and are eminently qualified to lead the School's tripartite mission of scholarship, education, and service
- The School's faculty is drawn from many educational backgrounds, including schools of public health, traditional liberal arts schools, medical schools, and less frequently from other backgrounds such as schools of law, social work, or education
- The faculty teach more than 500 academic courses, mentor more than 1,500 students in approximately 100 degree programs, participate in continuing education activities, oversee 650 sponsored research and service activities, author hundreds of peer-reviewed articles, and, as individuals, provide service to local, national, and international governmental and private agencies and to industry
- In 1996, the School explicitly stated that scholarly application of professional practice was among the criteria for appointment and promotion of full-time faculty, and developed a policy to this effect. Faculty are encouraged to develop a "practice portfolio" in addition to a "teaching portfolio" as part of the evidence in support of appointment or promotion
- The 558 part-time faculty enrich the School immeasurably through multiple interactions with the full-time faculty, by teaching courses or lectures, collaborating locally or internationally, mentoring students in a practice or internship opportunity, and serving in other capacities
- Part-time faculty serve as critical links between the School and the practice community

#### Challenges

- Given the size of the full-time and part-time faculty, the School has not routinely collected certain information on full-time faculty, such as the institutions from which they received their degrees

#### Plans

- The School plans to expand its database on the characteristics of the faculty to better meet the reporting requirements of CEPH

#### The criterion is met

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## **Chapter V.B Faculty Policies**

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### **Strengths**

- The policies for recruitment, appointment, and promotion of faculty are well-documented, transparent, and subject to periodic review and revision by the faculty
- The policies are contained in the Appointments, Promotions, and Professional Activities of the Faculty Memorandum, are introduced to new faculty during the faculty orientation program, and are contained in the Faculty Handbook and on the School's Web site
- All segments of the faculty are involved in developing and modifying faculty policies
- Professorial appointments must be justified based on planned roles in the academic programs
- The School continues to focus substantial efforts on maintaining an environment in which faculty can carry out their scholarly, educational, and service activities to their maximum capability; the core theme of the 2000 Strategic Plan focused on faculty development
- Formal mentoring support is available for junior professorial faculty
- Faculty exit surveys are used to better understand the reasons for leaving the School and to assess ways to increase retention rates
- Faculty have access to teaching workshops to improve their instructional methods
- The School-wide Committee on Appointments and Promotions annually reviews the curricula vitae of non-tenured faculty and provides feedback to department chairs
- Faculty performance and competence are formally evaluated at least annually by the department chairs or designee, such as a division director, and by the Dean as part of discussions about salary
- The Committee on Course Evaluations is evaluating methods for peer evaluation of academic contributions by the faculty as an adjunct to the teaching portfolio that is part of the promotion process

### **Plans**

- The School will continue to assess and revise, as appropriate, policies and procedures for faculty recruitment, appointments, and promotions, and continue to communicate the procedures to the faculty
- The School will continue to develop more detailed guidelines for evaluating scholarship in professional practice
- The Committee on Course Evaluation will continue to review methods for evaluating educational contributions of faculty and make recommendations to the Committee on Appointments and Promotions, the Faculty Senate, and eventually the Advisory Board

### **The criterion is met**

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## Chapter V.C Faculty Diversity

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### Strengths

- The commitment to diversity is articulated in School and University policies and is reaffirmed in the School's mission statement
- Programs to increase retention of professorial faculty include the sabbatical leave policy and improved junior faculty mentoring, as well as the stop the clock policy for tenure-track faculty
- School resources are allocated and policies established for targeted recruitment of underrepresented minority faculty
- Salaries are equitable for women and minority professorial faculty
- Exit interviews are conducted to better understand why professorial faculty leave the School

### Challenges

- The number of underrepresented minority faculty needs to be increased, particularly at the professorial level
- Potential obstacles for the successful recruitment and retention of women and underrepresented professorial faculty need to continue to be identified and remedied
- Efforts are needed to assure that the tenure and non-tenure professorial tracks do not evolve into a hierarchy, valuing one over the other, particularly as they relate to women faculty

### Plans

- Continue to evaluate existing and new strategies to enhance recruitment and retention of a diverse faculty
- Continue to scrutinize professorial appointments and identify and attempt to remedy the reasons for overrepresentation of women in the non-tenure professorial track
- Work with underrepresented minority faculty to explore mechanisms to provide support and create informal or formal communities
- Identify appropriate leadership opportunities for women and minority faculty
- Routinely collect more complete information on faculty nationalities
- Conduct a more quantitative assessment of faculty retention

**The criterion is met**

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## **Chapter IX.A Students**

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### **Strengths**

- Large and highly competitive applicant pool
- Multifaceted recruitment strategies by the School and departments
- Web-based admissions process provides:
  - Comprehensive online information about each degree and non-degree academic program
  - Efficient email inquiries to and responses from the Admissions Office or departments
  - Efficient application and admissions processes for applicants and the School
- Diverse and well-qualified student body and alumni
- The breadth and depth of the academic degree programs and non-degree options
- Internet-based MPH Program
- 93 percent increase in student aid between 1999 and 2005

### **Challenges and Plans**

- Provide financial support (e.g., scholarships, training grants) for more students to off-set rising tuition rates
- Identify factors associated with failure to graduate, and develop and evaluate interventions for at-risk students and/or modifications to the admission process

**The criterion is met**

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### Chapter IX.B Student Diversity

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#### Strengths

- The student body's diversity enhances the formal and informal academic, research, and practice activities of students and faculty
- Financial aid nearly doubled since 1999; approximately \$21 million in scholarships and training grants supported 55 percent of the student body in 2005
- Enrollment rates for underrepresented US minorities are similar to rates for all admitted US students
- Graduation rates for foreign nationals and underrepresented US minorities are similar to or slightly higher than the graduation rates of non-minority US students
- Since 1999, the School has intensified its commitment to recruit, enroll, and retain well-qualified disadvantaged and underrepresented US minorities, by establishing the:
  - Student Diversity Office that complements the recruitment efforts of the Admissions Office by targeting underrepresented US minority undergraduates and professionals
  - Minority Health Pre-doctoral Fellowships that annually provide tuition and stipends for up to 20 newly enrolled students interested in minority health
  - Center for Health Disparities Solutions that is partnered with a historically black university
- The School is committed to continuing to attract and retain a highly qualified and diverse student body by:
  - Following the University's clearly stated policy of not discriminating
  - Expanding successful recruitment strategies

#### Challenges and Plans

- In order to maintain a diverse and exceptionally-well qualified student body, the School must continue to:
  - Recruit outstanding faculty, including those from underrepresented minorities
  - Expand and provide exceptional traditional and nontraditional academic programs
  - Provide increased financial support via scholarships and training grants
  - Improve our current efforts and identify new strategies to recruit disadvantaged and underrepresented US minorities

#### The criterion is met

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## **Chapter IX.C Student Advising**

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### **Strengths**

- Web-based information provides easily accessed, detailed academic program information to prospective students, current students, faculty, and staff
- Well-organized orientation sessions are held for each degree program
- Evaluation and modifications to the MPH student advising system were made in response to student concerns
- A variety of counseling and career services offices and programs are available to students
- The Graduating Student Exit Survey assesses satisfaction with advising and counseling services

### **Challenges**

- It is difficult to maintain timely, accurate, and consistent online information because of the large number of academic degree programs
- The School continues to assess reasons for lack of satisfaction with academic advising by some graduates, particularly among departmental masters programs

### **Plans**

- Continue to solicit student and alumni assessments of the advising, counseling, and other aspects of the academic programs
- Continue to improve academic advising for all degree programs, particularly departmental masters programs
- Identify and implement improvements to the services offered by the School's advising, counseling, and career services

### **The criterion is met**

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## Chapter IX.D Student Roles

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### Strengths

- Revised course evaluation process, developed by the students, faculty, and staff, provides feedback to instructors and students
- Students are voting members on many of the School-wide committees
- Students actively participate in department and academic program reviews
- The School annually collects and uses feedback from graduating students about the quality of academic programs, faculty advising and mentoring, and administrative services
- Dedicated Student Assembly leadership

### Challenges

- Response rates to course evaluations and exit surveys are not uniformly high across departments and academic programs

### Plans

- The School leadership will work with the Student Assembly to increase student participation in course evaluations, exit surveys, the assembly, and overall governance activities
- Implement a more direct and regular process for evaluating student mentoring and advising at the time of faculty promotion

### The criterion is met

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## **Chapter X.A Evaluation and Planning**

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### **Strengths**

- Varied, multiple, and routine evaluation activities are used for planning purposes, and are conducted on a routine basis, most often yearly; specifically, the School routinely evaluates its teaching, research, and professional practice/service activities across many domains
- The School's leadership is committed to translating formal and informal evaluations and input into plans to strengthen the institution and reach out to new constituencies
- The entire School is engaged in self-assessment, as well as the self-study process
- We have presented substantive evidence of self-evaluation in this report; many documents are included in the appendices and others will be available at the site visit

### **Challenges**

- Changes in the external environment (e.g., funding cycles) continue to have an effect on planning and identifying priorities

### **Plans**

- The School will continue to seek increased involvement of all of its constituencies in planning and evaluation activities

**This criterion is met**

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## **Chapter X.B Self-study Process**

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### **Strengths**

- The self-study report:
  - Addresses each criterion set forth by CEPH for accreditation of the School
  - Includes responses to the concerns identified in the previous accreditation report
- The self-study process and report was a collaborative effort by the Self-study Steering Committee and many faculty, staff, and students throughout the School, as well as the community at large

### **Plans**

- The self-study report and the accreditation report from CEPH will serve as the foundation for the School's Strategic Plan 2007

**The criterion is met**

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