1.1 Mission. The school shall have a clearly formulated and publicly stated mission with supporting goals, objectives and values.

a. A clear and concise mission statement for the school as a whole.

The mission of the Indiana University (IU) School of Public Health-Bloomington is to promote health among individuals and communities in Indiana, the nation, and the world through integrated multidisciplinary approaches to research and creative activity, teaching, and community engagement.

b. A statement of values that guides the school.

As the IU School of Public Health-Bloomington, we value:

- health and quality of life as a human right,
- academic integrity,
- diversity and civility,
- a quality education and what it promises,
- research and its application,
- community engagement,
- the responsible stewardship of resources, and
- the multidisciplinary traditions of our school.

c. One or more goal statements for each major function through which the school intends to attain its mission, including at a minimum, instruction, research and service.

The goals of the IU School of Public Health-Bloomington are to:

- Cultivate and sustain an integrated multidisciplinary environment that facilitates excellence in research and creative activity, teaching, service, and community engagement.
- Educate and prepare the next generation of researchers, teachers, and practitioners to effectively meet the public health-related needs of individuals and communities.
- Conduct, disseminate, and translate research and creative activity to advance knowledge and health worldwide.
- Improve the health of people in Indiana and beyond through community-focused and participatory initiatives.

d. A set of measurable objectives with quantifiable indicators related to each goal statement as provided in Criterion 1.1.c. In some cases, qualitative indicators may be used as appropriate.

Below are the objectives and corresponding indicators by which we currently measure our progress for each of the school’s goals; these are quantified in Table 1.2 in the subsequent section of the self-study.
**Goal One:** Cultivate and sustain an integrated multidisciplinary environment that facilitates excellence in research and creative activity, teaching, service, and community engagement.

**Objectives and Measurable Indicators for Goal One**

A. Recruit and retain faculty to support the school's instructional programs.
   - > 3.0 faculty per MPH concentration; > 5.0 for concentrations with a Ph.D. program (epidemiology, environmental health, and health behavior)
   - student:faculty ratio for MPH students
   - student:faculty ratio for total school graduate students
   - student:faculty ratio for total school undergraduate students
   - per capita ($) tenured and tenure-track faculty

B. Maintain fiscal stability supportive of initiatives that advance the school's mission.
   - % growth per year in total new philanthropic support
   - annual $ total indirect cost recovery
   - maintenance of balanced budget each fiscal year
   - total $ value of school's undergraduate credit hour market share
   - total $ value graduate credit hour

C. Facilitate the continuing professional development of faculty, staff, and students.
   - # of public health-focused continuing education courses, workshops, or events conducted annually for faculty, staff, and students
   - # of workshops offered annually by the school designed to increase instructional skills of faculty, instructors, and doctoral students
   - # of workshops offered annually by the school designed to increase research skills of faculty and students
   - # of workshops offered annually by the school related to faculty tenure and promotion

D. Recruit and retain a diverse faculty and staff.
   - % of total faculty in the school who are of non-Caucasian race
   - % of total faculty in the school who are of Hispanic ethnicity
   - % of total faculty in the school who are female
   - % of total faculty in the school who are classified as foreign born
   - % of primary public health faculty who are of non-Caucasian race
   - % of primary public health faculty who are of Hispanic ethnicity
   - % of primary public health faculty who are female
   - % of primary public health faculty who are classified as foreign born
   - % of total staff in the school who are of non-Caucasian race
   - % of total staff in the school who are of Hispanic ethnicity
   - % of total staff in the school who are female
   - % of total staff in the school who are classified as foreign born
E. Actively engage faculty and staff in the ongoing development and governance of the school and university.

- % of school-wide committees that involve faculty representatives from each of the school's departments
- # of annual meetings of staff specific committees
- # of faculty serving on university-wide committees

F. Adopt and maintain technological resources that support research and creative activities, teaching, service and community engagement.

- annual $ allocated in SPH budget to technology
- $ allocated annually to technology replacement (3 year budget allocated over each of three years)

G. Maintain physical learning environments that support research and creative activities, teaching, service, and community engagement.

- % of annual school budget allocated to physical facilities
- # square feet of physical space
- # square feet of lab space

**Goal Two**: Educate and prepare the next generation of researchers, teachers, and practitioners to effectively meet the public health-related needs of individuals and communities.

**Objectives and Measurable Indicators for Goal Two**

A. Offer curricula that promote integrated multidisciplinary approaches to public health.

- # of MPH concentrations in areas additional to the five core areas of public health
- # of undergraduate programs (majors) in school
- # of graduate programs (majors) in school

B. Ensure that students across all degree programs complete coursework that includes a basic understanding of the core concepts of public health.

- % of school's undergraduate and graduate majors that include coursework specific to a basic understanding of the core areas of public health
- % of school's graduate academic degree programs that include epidemiology as a required course

C. Recruit and retain a diverse student body.

- % of total students in the school who are of non-Caucasian race
- % of total students in the school who are of Hispanic ethnicity
- % of total students in the school who are female
- % of total students in the school who are classified as foreign born students
- % of students in public health degree programs who are of non-Caucasian race
- % of students in public health degree programs who are of Hispanic ethnicity
- % of students in public health degree programs who are female
• % of students in public health degree programs who are classified as foreign born students
• % of school's graduate degree students who identify as first-generation college students
• % of students in graduate public health degree programs who identify as first-generation college students
• % of minority admits to the school's graduate degree programs who matriculate
• % of minority admits to graduate public health degree programs who matriculate
• # of annual minority-focused student recruitment events
• # of minority students who receive minority-specific fellowships/scholarships

D. Engage students in community-based activities that enhance their ability to address contemporary health challenges.

• % of workforce development partnerships that include students as participants
• % of community-based partnerships (research, workforce development, teaching, service) that include students as participants
• % of international partnerships (research, workforce development, teaching, service) that include students as participants

E. Achieve optimal degree completion rates across all degree programs.

• % graduation bachelors all SPH degrees
• % graduation bachelors in public health (BSPH) degree
• % graduation masters all SPH degrees
• % graduation MPH degree
• % graduation doctoral all SPH degrees
• % graduation doctoral public health degrees

F. Achieve optimal placement rates for graduates of the school's degree programs.

• % placement bachelors all SPH degrees
• % placement bachelors in public health (BSPH) degree
• % placement masters all SPH degrees
• % placement MPH degree
• % placement doctoral all SPH degrees
• % placement doctoral public health degrees

Goal Three: Conduct, disseminate, and translate research and creative activity to advance knowledge and health worldwide.

Objectives and Measurable Indicators for Goal Three

A. Conduct and disseminate research and creative activity.

• # of refereed research articles published annually by faculty, staff, and students
• # of research presentations delivered annually at scientific meetings by faculty and students
• mean number of refereed research publications per school's tenure-line and scientist rank faculty
• % of total faculty research publications that include students as co-authors
• % of total faculty research presentations that include students as co-authors

B. Demonstrate success in acquiring extramural funding for research and creative activity.

• total annual $ in research expenditures from extramural sources
• # proposals submitted for new (not continuation) extramural funding for research or creative activity
• # active extramural awards for research or creative activity
• % of tenure-line and research scientist faculty who had ≥ 1 active extramural award for research or creative activity

C. Conduct research and creative activity in partnership with community organizations and institutions.

• # of faculty and staff engaged in research-focused partnerships with community organizations
• % of school's total internal research awards that represent projects with community partners
• % of research-focused partnerships with community organizations that include students as participants

D. Conduct research and creative activity in partnership with other academic institutions both domestically and abroad.

• # international research or creative activity partnerships with other academic institutions
• # domestic research or creative activity partnerships with academic institutions

E. Maintain internal funds that support the development of faculty and students in the areas of research and creative activity.

• total school expenditures ($) to provide internal funds for faculty research
• total school expenditures ($) to provide internal funds for student research

F. Conduct research focused on Indiana-specific health issues.

• % of research-focused partnerships that include Indiana organizations as partners
• % of internal research funds allocated to projects specific to Indiana communities
**Goal Four**: Improve the health of Indiana and beyond through community-focused and participatory initiatives.

**Objectives and Measurable Indicators for Goal Four**

A. Evaluate the needs of Indiana’s public health workforce.
   - # of public health community advisory board meetings annually
   - # of bi-annual workforce assessment focus groups
   - # of surveys including workforce needs assessments that are included with formal continuing education activities
   - # of surveys conducted among AmeriCorps members engaged in community-based public health

B. Deliver continuing education to the public health workforce
   - # of workforce-targeted continuing education events annually
   - # of enrollees annually in workforce-targeted continuing education events

C. Sustain community-academic partnerships designed to enhance the capacity of Indiana’s public health workforce.
   - # of faculty engaged in workforce development partnerships
   - # of staff engaged in workforce development partnerships
   - % of workforce development partnerships that include students as participants
   - # of individuals in the Indiana workforce participating in partnerships

D. Engage faculty, staff, and students in service to community-based organizations.
   - # proposals submitted for new (not continuation) extramural funding for community engaged service
   - # active extramural awards for community engaged service
   - total annual extramural expenditures for community engaged service
   - # of faculty engaged in community-based service activities
   - # of staff engaged in community-based service activities
   - % of faculty-driven community-based service activities that include students as participants

E. Deliver health enhancing programs to communities throughout Indiana.
   - # of students who participate in health enhancing activities of the school’s wellness-oriented centers, institutes, and auxiliaries
   - # of community members who participate in health enhancing activities of the school’s wellness-oriented centers, institutes, and auxiliaries
   - # of faculty and staff who participate in health enhancing activities of the school’s wellness-oriented centers, institutes, and auxiliaries
F. Enhance global health through partnerships with other academic institutions and organizations outside the U.S.

- # partnerships with institutions and organizations outside the U.S.
- # faculty and staff engaged in international partnerships
- % of international partnerships that include students as participants

e. Description of the manner through which the mission, values, goals and objectives were developed, including a description of how various specific stakeholder groups were involved in their development.

With the commencement of the self-study process in January 2012, faculty initiated a review of the school’s existing mission and statements of values, goals, and objectives, particularly those related to our existing MPH program and those that had been presented in prior CEPH accreditation reviews.

Given the school’s transition from the School of Health, Physical Education, and Recreation (HPER) to the School of Public Health (SPH), faculty pursued a collaborative process to develop a new mission statement and corresponding values, goals, and objectives that reflected the school on the whole. The Public Health Leadership Committee, now a standing committee of the SPH Academic Council (the school’s faculty governance body), led the process.

In early February 2012, a planning session was conducted with members of the primary public health faculty to elicit formative concepts that would drive the development of the school’s mission statement, values, and goals. Subsequently, these formative concepts were shared with faculty, staff and student groups working on the school’s transition and drafts of the mission statement, goals, and objectives were developed.

Once draft versions of the proposed mission statement, goals, and objectives were developed, they were placed online and feedback from stakeholder groups was solicited. The proposed values statements were refined through a separate process described later in this section.

Those invited to provide feedback on the mission statement, goals and objectives included:

- All SPH faculty,
- All SPH staff,
- All SPH graduate students,
- Members of the Public Health Community Advisory Board, and
- Members of other constituent groups, including the Dean’s Alliance and the SPH Alumni Board.

A total of 250 individuals (faculty, staff, students, and community constituents) provided feedback on the draft documents. The Public Health Leadership Committee and the SPH Core Accreditation Group drafted revisions to the mission statement, goals, and objectives and submitted them to the SPH Academic Council for review and approval. By the end of the 2012 spring semester, the SPH Academic Council had approved the goals and objectives and had submitted to the voting faculty a proposed amendment to the school's constitution that included the new mission statement. The revised SPH constitution, which included the new mission
statement, was approved and became effective with CEPH’s approval of the school’s status as applicant for accreditation as a school of public health (June 23, 2012).

Over the summer 2012, the accreditation self-study core group worked with constituent groups to refine the measurable indicators for each of the newly approved objectives. For example, the student affairs working group was involved in developing the measurable indicators by which objectives for student-related outcomes would be assessed and the school’s research committee led the process of developing measurable indicators for research-related outcomes.

In fall 2012, the SPH Academic Council formed an ad hoc committee to finalize the development of the proposed statement of values. Using the data from the earlier elicitation exercise, and with the desire to align values with the newly approved mission, goals, and objectives, the ad hoc committee developed a draft statement of values. This was reviewed and revised by the SPH Academic Council and subsequently made available online for review and feedback by stakeholder groups.

Those invited to provide feedback on the final draft of the statement of values included:
- All SPH faculty,
- All SPH staff,
- Student leaders of the SPH Student Government,
- Members of the Public Health Community Advisory Board, and
- Members of other community constituent groups, including the Dean’s Alliance and the SPH Alumni Board.

A total of 93 individuals provided feedback on the proposed statement of values. The ad hoc committee incorporated the suggested revisions into a final statement of values, which was approved by the SPH Academic Council on April 2, 2013.

During the 2013-2014 academic year, as part of the school’s evaluation and planning activities, standing committees of the school’s faculty governance body reviewed our progress toward attainment of these objectives and made recommendations regarding the establishment of the targets by which our performance should be assessed. This process is further described in Section 1.2 of this self-study.

f. **Description of how the mission, values, goals and objectives are made available to the school’s constituent groups, including the general public, and how they are routinely reviewed and revised to ensure relevance.**

The mission, values, goals and objectives are publicly available via the [school’s website](http://www.example.com). Additionally, at the beginning of each academic year (as described in Section 1.2 of this self-study), the school prepares a report of our progress toward attainment of the objectives. This report includes data related to each measurable indicator beginning with the 2011-2012 academic year. This [Report of Progress toward School Goals and Objectives](http://www.example.com/report) (described further in section 1.2 of the self-study) is also made available to the public online.

The SPH Academic Council, the school’s faculty governance body, agreed that upon approving these new goals, objectives, and indicators, the school will assess progress toward attainment each year and make recommendations about the need for revisions annually as a component of school-wide evaluation and planning activities. Given that these new goals, objectives, and indicators were established in 2012, the SPH Academic Council has decided that at least three
years of data are needed before making decisions about revisions. Subsequently, a review of these was initiated as part of the school’s planning and evaluation activities during the 2014-2015 academic year, with revisions becoming effective during the 2015-2016 academic year. As described in Section 1.2 of this document, specific standing committees of the SPH Academic Council are charged with reviewing progress toward objectives on an annual basis and making recommendations about the need for refinement of objectives and indicators over time. Proposed revisions will be developed collectively by constituent groups with opportunities for review and feedback on-line by multiple stakeholders.

### g. Assessment of the extent to which this criterion is met and an analysis of the school’s strengths, weaknesses and plans relating to this criterion.

This criterion is met.

**Strengths**
As a result of this self-study, the school created a strategic process to develop a mission statement, values, goals, and objectives that represent the multidisciplinary nature of the school and that reflect efforts to improve public health outcomes within the state, region, and beyond. The process for developing these elements was imbedded within the faculty governance structure of the school and included deep levels of engagement from faculty, staff, students, alumni, and community constituents. Additionally, the goals and objectives now serve as the foundation for a comprehensive evaluation and planning process (described in more detail in Section 1.2 of this self-study) that seeks to ensure that faculty, staff, students and community constituents retain a high level of attention to the school’s progress toward attainment of its objectives.

**Weaknesses**
The current mission, values, goals, and objectives were developed in conjunction with our school’s transition to a school of public health. As a result, the school has only had three years of a systematic process for evaluating progress toward its objectives. Ongoing will be efforts to assess the need for refining the school’s objectives and measurable indicators to ensure that they reflect the contemporary priorities of the school and the field of public health.

**Future Plans**
During the 2014-2015 academic year, the school will participate in a process for reviewing objectives and measurable indicators, along with targets for those indicators, in order to ensure that they are aligned with the strategic priorities of the school. This process will be led by the school’s faculty governance body (the SPH Academic Council) and will fully engage faculty, staff, students, alumni and community constituents.