1.4 Organization and Administration. The school shall provide an organizational setting conducive to public health learning research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration that contribute to achieving the school’s public health mission. The organizational structure shall effectively support the work of the school’s constituents.

a. One or more organizational charts showing the administrative organization of the school, indicating relationships among its component offices, departments, divisions or other administrative units.

An organizational chart detailing the administrative organization of the school, indicating relationships among its component offices, departments, divisions or other administrative units is included on the following page and is also included as Electronic Resource 1.4.a.

b. Description of the roles and responsibilities of the major units in the organizational chart

The School of Public Health-Bloomington maintains a structure that includes five academic departments (Applied Health Science, Environmental Health, Epidemiology and Biostatistics, Kinesiology, and Recreation, Park and Tourism Studies) and one division, the Division of Recreational Sports.

Dean (Mohammad R. Torabi)
Described in more detail in Section1.3.c of this self-study document, the Dean is the chief academic and fiduciary official of the SPH and is responsible for maintaining the structures within the school that maximize opportunities for research, teaching, and service.

Executive Associate Dean for Academic Affairs (Kathleen Gilbert)
The Executive Associate Dean for Academic Affairs collaborates with the Dean to provide administrative support to the School; supervises student services at the school level; coordinates promotion and tenure procedures at the school level; represents academics at the university level including representation on the Academic Associate Deans Committee, Campus Curriculum Committee, Committee on Student Affairs, General Education Committee, Strategic Planning for Health Sciences Committee, and Undergraduate Associate Deans Committee; facilitates school committees; and chairs the school’s Undergraduate Studies Committee.

Associate Dean for Research and Graduate Studies (Michael Reece)
The Associate Dean for Research and Graduate Studies also works with the Dean and Executive Associate Dean in providing leadership in all areas related to graduate studies. The Associate Dean is responsible for facilitating individual research programs as well as interdisciplinary and inter-departmental research projects. In addition, the Associate Dean promotes various research activities in the school including, but not limited to, small seed grant opportunities, research awards and honors, research colloquia, and assistance with grant seeking and preparations. This position also involves serving as the school’s primary research officer with duties related to advancing the research mission of the school. Additional duties include facilitating school committees upon request of the Dean, representing the School on University committees upon request of the Dean, and carrying out necessary tasks related to the CEPH accreditation process.
Assistant Dean for Student Academic Affairs (John Schrader)
The Assistant Dean for Student Academic Affairs leads the SPH in the continuing development of our continuum of services for students. The Director of Career Services and the Director of Student Diversity and Inclusion are direct reports to the Assistant Dean.

Assistant Dean for Campus Recreational Sports (Kathy Bayless)
The Campus Recreational Sports, managed by the Assistant Dean, has the mission of providing a campus-wide service to the IUB community of students, faculty and staff to encourage active, healthy lifestyles.

Assistant Dean for Administration (David Skirvin)
The Assistant Dean for Administration provides supervision and oversight of the school’s primary operational functions (i.e., fiscal administration; human resources administration; and facility and physical resources); administration of the Dean’s Alliance Program; and works closely with the Dean, Associate Deans, Department Chairs and the Director of the Division of Campus Recreational Sports.

Department Chairpersons
The chairperson of each department is the academic administrator of their respective department and has responsibility for: a) developing and maintaining the departmental infrastructure; b) managing the departmental budget and adhering to financial management protocols established by the School of SPH and Indiana University; c) reviewing and approving admissions recommendations of the admissions committees; d) overseeing faculty/staff recruiting and hiring procedures and the actual hiring of faculty and staff; e) conducting annual reviews of faculty members; f) implementing systems to support faculty development; and, g) managing resources that support the recruitment and retention of a diverse student body, with particular emphasis on financial resource management that supports the department’s ability to offer graduate assistantships.

Director, Public Health Programs (Catherine Sherwood-Laughlin)
The Director of Public Health Programs, with support from the Assistant Director, is responsible for the oversight of the administration of the school’s public health programs and serves as Chair of the Public Health Leadership Committee, a standing committee of the school’s faculty governance body, the SPH Academic Council. Together, they work closely with primary public health faculty, staff and students on a daily basis towards the implementation of public health program projects and events. They guide and serve the public health faculty in the development of public health curricular proposals and manage curricular proposals through the approved process at the departments, school, university and state levels. They also work collaboratively with primary public health faculty, staff and students to collect, interpret, and disseminate data necessary to complete required accreditation reports, annual reports, and on-going assessments of academic programs.

c. Description of the manner in which interdisciplinary coordination, cooperation and collaboration occur and support public health learning, research and service.

The school has had a long history of offering a diverse and comprehensive range of academic and community engagement programs that collectively represent a multidisciplinary approach to addressing health issues in societies around the world. With the initiation of our transition to a School of Public Health in 2009, the school enhanced its efforts to move from a point of being a “multidisciplinary” school to one that capitalized further on the benefits of a more “interdisciplinary” approach to teaching, research, and service. Of particular interest is to
facilitate collaborations between the multiple disciplines of the school, but also with particular attention to those academic programs classified as “public health” with those classified as “other” for purposes of this self-study. Provided below are descriptions of specific mechanisms through which a more interdisciplinary approach continues to be pursued.

Teaching and Learning
To facilitate interdisciplinary approaches to teaching and learning, the school maintains a range of committees that seek to capitalize upon opportunities for interdisciplinary approaches to teaching and learning. Examples of these committees and activities include:

- The Committee on Teaching and Learning, a standing committee of the SPH Academic Council, provides leadership to the school on matters related to the delivery of teaching, student learning outcomes, and curricular assessment along with the school’s efforts toward ensuring use of effective methods and models of teaching by faculty and other instructors. This committee also provides leadership to the school in areas related to online education and other diverse and innovative approaches to the advancement of the school’s multidisciplinary teaching and learning approaches. The Committee on Teaching and Learning is also charged with fostering and maintaining a collaborative relationship with the Indiana University Bloomington campus Center for Innovative Teaching and Learning (CITL). As a core function, this committee contributes to the school’s evaluation and planning activities on matters related to enhancing the school’s approaches to teaching and learning.

- The Undergraduate Studies Committee and Graduate Studies Committee, both standing committees of the SPH Academic Council, have as members all directors of undergraduate and graduate studies (respectively) from each department. These two committees play a vital role in the review of all matters pertinent to undergraduate and graduate education and the recommendation of new policies that help to stimulate collaboration and multidisciplinary approaches to curricula. Collectively, these committees work toward collaborative approaches to issues involving: a) new curricula and degrees as well as changes to existing curricula and degrees; b) interdisciplinary curricula and interdepartmental courses; c) standards and procedures for admission into each of the various majors in the School; and, d) other undergraduate and graduate curriculum and academic policy matters.

- The Public Health Leadership Committee, whose primary members include the coordinators of all MPH concentrations, plays a critical role in creating opportunities for cross-department and cross-concentration collaboration. This committee works toward a multidisciplinary approach to the development of competencies, curricula, assessment procedures, and connections to the non-public health academic programs of the school.

- One example of recent activities to stimulate multidisciplinary approaches to learning is the recent offering “The Fundamentals of Public Health: A Workshop Series for Faculty and Staff” that was provided during the 2013 calendar year. The committees described above collaborated to offer a workforce development series for faculty and staff in order to help them better understand the school’s core public health competencies and to explore the manner in which their own unique disciplines are related to the broader goals of public health.

Also of importance to facilitating collaborative and multidisciplinary approaches to teaching and learning is a focus on linkages between the school and other academic units on campus. The Executive Associate Dean assumes primary responsibility for serving as the school’s chief academic representative on three campus-level committees that aim to facilitate collaboration,
including the Curriculum Council Committee, Academic Associate Deans Committee and Undergraduate Associate Deans Committee.

Research and Creative Activities
A significant strength of the school is the diverse portfolio of research programs throughout the academic departments and the school’s centers and institutes. Formal mechanisms used to stimulate collaborative approaches to research include:

- The Committee on Research and Creative Activity, a standing committee of the SPH Academic Council, provides leadership to the school on matters related to the school’s multidisciplinary and collaborative research and creative activity portfolio, as well as policies and procedures related to the conduct and dissemination of research and creative activity by faculty, staff, and students. This committee also leads the school’s internal mechanisms to make investments in research and creative activity efforts by faculty, staff, and students. During the 2013-2014 academic year, the SPH invested approximately $400,000 into internal investments in faculty and student research. Of the mechanisms offered for investment, each contained expectations of collaborative or multidisciplinary approaches to research, such as senior-junior faculty research partnerships, the inclusion of researchers from more than one academic department, faculty-student collaborations, and incentives to facilitate partnerships with community based organizations in Indiana.

- The Committee on Research and Creative Activity, and the Dean’s Office, each offer an annual series of seminars focused on multidisciplinary perspectives on public health practice and public health research.

- The school has articulated six primary areas of focus within which specific efforts to facilitate collaborative approaches to research will occur. While these six areas do not represent the only areas of research being pursued within the school, they do represent areas for which the school has particular history and expertise, and for which specific opportunities for cross-departmental and cross-campus collaboration exist. Faculty leaders for each of the six areas are identified, and work closely with the Associate Dean for Research and Graduate Studies to develop multidisciplinary approaches to research within the six core areas. Further details of these activities are provided in Section 3.1 of the self-study.

- The Committee on Centers and Institutes serves to provide collaborative approaches to research and to support initiatives that seek to capitalize upon the multidisciplinary strengths of the school’s centers and institutes.

The IU Bloomington campus prioritizes efforts to facilitate interdisciplinary collaboration in the area of research. These opportunities are particularly prevalent for research on health-related areas. The Associate Dean for Research and Graduate Studies functions as the school’s chief representative on campus-level committees that aim to facilitate research-related collaboration, including those such as the IU Bloomington Clinical and Translational Sciences Initiative Committee and the IU Bloomington Research Advisory Committee.

Community Engagement
The Office of Global and Community Health Partnerships (OGCHP) assumes the lead role in helping to facilitate partnerships between faculty, other academic institutions, and community-based institutions. While the school has had an extensive history of community engagement, with the establishment of this office in 2012, we implemented a formal process for tracking, reporting, and facilitating community engagement, continuing education, and other forms of
workforce development. Examples of mechanisms to facilitate collaborative approaches to community engagement include:

- OGCHP manages an annual partnership tracking system that helps to construct an inventory of the school’s partnerships and faculty and student engagement in such partnerships. Data from this annual assessment is available to faculty, staff, students, and community partners who seek to identify collaborators for research, teaching, and service that are community-engaged.
- OGCHP maintains individual staff liaisons to each academic department in the school. Each liaison helps to monitor community engagement within departments and collectively the liaisons work together to facilitate linkages between individuals from within the school, across the campus, and in the community.
- The Committee on Community Engagement and Workforce Development provides leadership to the school in two key areas, including: 1) faculty, staff, and student engagement with community-based entities in ways that contribute to the advancement of public health practice, and 2) the involvement of faculty, staff, and students in programs that support the professional development of a multidisciplinary public health workforce.

**Governance**
Governance activities within the school are, by definition, designed to facilitate equitable and interdisciplinary approaches to the governance of the school. The Academic Council is the general and principle policy-making authority for the faculty of the SPH-B in five fundamental areas: 1) Curricular Affairs; 2) External Engagement; 3) Internal Operations; 4) Faculty Affairs; and 5) Student Affairs. It shall be the responsibility of the Academic Council to decide on matters of academic policy as outlined by the SPH-B Constitution and report its decisions to the Presiding Officer of the faculty and to the faculty at large. Three faculty members are elected from each academic department in order to facilitate multidisciplinary perspectives on all academic matters. As a core function, this committee directs the school’s evaluation and planning activities on all school matters. Additionally, deans and chairs from across the school meet monthly to foster communication and to collaboratively address issues related to the school including space, budget, strategic planning, evaluation, and personnel. Governance is discussed further in Section 1.5 of this self-study.

**Students**
The SPH Student Government advocates for students and presents academic and other opportunities for students within the School of Public Health, Indiana University, and the larger community. Undergraduate and graduate student representatives from each department within the school serve on this committee to ensure a multidisciplinary and collaborative approach. Students are selected from the Student Government membership to serve on various Academic Council standing committees.

**d. 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**
The school has a rich history and tradition and has continued to evolve its organizational structure over time in ways that meet contemporary needs. The school has an organizational
structure that is conducive to public health learning, research, and service. Mechanisms are in place to facilitate interdisciplinary communication, cooperation and collaboration that contribute to the attainment of our mission and that engages and supports the work of the school's constituents.

Interdisciplinary efforts are facilitated by a range of processes designed to facilitate the school’s objectives in the areas of governance, administration and finance, teaching, research, service and community engagement. Students are involved in the governance of the school via membership on the school's standing committees and via the work of the SPH student government.

A particular strength of the school is its Division of Campus Recreational Sports, which serves as a beacon for engagement in campus-level health promotion given its vast range of health and wellness enhancing programs. During the 2013-2014 academic year, over 37,000 students and over 2,200 faculty and staff participated in the Division’s programs.

**Weaknesses**
As a newly transitioned school of public health with goals that seek to facilitate a more seamless and transdisciplinary environment, there remains a need for ongoing attention to improving the effectiveness and efficiency of these structures. To that end, we believe that there is always room for improvement and matters related to the most beneficial organizational structures are part of an ongoing conversation among the school’s administration and its constituents.

One identified weakness is that the school does not have a defined “division” that attends to student academic affairs. In 2013 the school appointed its first Assistant Dean for Student Academic Affairs in an effort to initiate the development of a more formal “division of student academic affairs” that is branded and known to our prospective, current, and former students and that has efficient and effective points of entry into the comprehensive range of student academic support structures that are more coordinated.

**Future Plans**
During the 2014-2015 academic year the school plans to continue its efforts toward the establishment of a more defined and branded division of student academic affairs, to work toward enhancing the mechanisms through which Campus Recreational Sports can contribute more to objectives related to student recruitment and research, and to continue efforts to build the visibility of the new SPH Student Government and its contributions to the core functions of the school.