Colleagues,

I am pleased to inform you that the First Draft of the Self-Study for accreditation by the Council on Education for Public Health (CEPH) is now available for review. This “first full draft” is due to the hard work of the SPH Academic Council and its standing committees, the Accreditation Steering Committee and its working groups, and the literally countless other contributing faculty, staff, students and community constituents who have been working on our school’s transition over the last few years.” And with those words from Michael Reece, Ph.D., MPH, Associate Dean for Research and Graduate Studies, the self-study draft went “live.” November 11, 2013 marked the beginning of an eight-week review period allowing for electronic feedback through January 10, 2014. All faculty and staff in the School of Public Health as well as various student and community constituency groups received the electronic document. Reviewers are encouraged to complete a feedback survey at the end of each of the 29 sections as well as to provide general feedback directly to the Core Accreditation Group at evsgold@indiana.edu.

The final version of the self-study is due in late June 2014. “This first draft, completed approximately eight months in advance, provides an opportunity for faculty, staff and students to provide feedback on key areas of the self-study” Reece said. The accreditation team continues to work on the document and many groups throughout the school remain engaged in innovations that will be reflected in this document in subsequent versions. This is the first of at least three opportunities for additional input to be given. According to Reece, “Following this particular round of review, there will be at least two more versions of the self-study made available for review between now and its final submission.”

The draft of the self-study is available via the school’s website, under the “About Us” tab, and then under the “Accreditation” link.
Using data for evaluation and planning purposes, as related to the school’s objectives, is the responsibility of the SPH Academic Council through its 11 established standing committees: Budget and Planning; Centers and Institutes; Community Engagement and Workforce Development; Diversity and Inclusion; Graduate Studies Committee; Research and Creative Activity; Service; Student Affairs; Teaching and Learning; Undergraduate Studies Committee. Each of these standing committees has been assigned oversight and leadership responsibility for specific objectives and corresponding measurable indicators from the self-study. For some objectives, multiple committees work together for evaluation and planning purposes. Via this process, the standing committees have the primary charge of reviewing data for assigned measurable indicators in order to evaluate the school’s performance on each objective and, based upon that review, develop both short-and long-term strategies, policies, and procedures that help to improve performance toward the school’s attainment of the objectives.

At the beginning of each academic year all faculty and staff, and additionally the SPH Student Government and selected community constituency groups (e.g., the Public Health Community Advisory Board), are provided with a summary of the school’s performance on each measurable indicator. View the “Progress toward School Goals and Objectives” for full details.

Each standing committee submitted to the Academic Council a report indicating their review of their assigned indicators. Following a meeting of all standing committee chairs to prioritize their objectives and indicators, a school-wide meeting open to all faculty and staff was held on November 20, 2013 to review and discuss the outcomes. A summary of the prioritized objectives and strategies is also available online entitled 2013-2014 Priority Objectives and Proposed Strategies to Improve School Performance on SPH Goals and Objectives.