3.1 Research. The school shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.

a. Description of the school’s research activities, including policies, procedures and practices that support research and scholarly activities.

School of Public Health Research Portfolio

Among the goals of the school is to “conduct, disseminate, and translate research and creative activity to advance knowledge and health worldwide.” Objectives related to this goal, and our performance toward attainment of those objectives, is presented in section 1.2 of this self-study.

Research and creative activities of our faculty, staff, and students are well situated within the diverse and transdisciplinary environments of the School of Public Health. Through collaborative efforts with colleagues across the Indiana University system and strategic partnerships with local and state public health agencies, community-based organizations, and corporate entities, faculty and students pursue research and creative activities that seek to advance scientific knowledge in diverse areas of public health while simultaneously contributing to the continuing capacity of Indiana’s public health workforce and its efforts.

As we work toward this goal, faculty, staff, students, and our community partners around the globe seek to implement research and creative activities that can be characterized as:

Transdisciplinary. Our approaches, situated across the diverse disciplines of the school, offer a state-of-the-art and unparalleled environment for conducting work that is transdisciplinary and that offers innovative approaches to the world's most complex public health challenges.

Community Engaged. With hundreds of partnerships across the globe with community-based organizations and institutions, the School of Public Health has a commitment to ensuring that research and creative activities are responsive to the needs of those on the front lines of public health.

Applied. We seek to ensure the translation of research findings into diverse settings in ways that bridge research and practice to improve the health of those in Indiana and beyond.

Future Oriented. The School of Public Health understands that the future of health around the globe is dependent upon the skills and values of the next generation of researchers and practitioners. To that end, we are resolute in our commitment to student engagement in research.

Consecutively with our pursuit of approval to transition to a school of public health in 2012, school and campus leaders recognized the potential for a newly transitioned school of public health to serve as a catalyst for collaborative and transdisciplinary research efforts across the campus and university-wide IU system. As a result, faculty within the school identified six broad areas of research that would serve as areas of focus for the school over the next five years.
Criteria for selecting these areas included:

- the extent to which the areas of research reflected health priorities for the state of Indiana in terms of morbidity and mortality,
- the extent to which the areas of research reflected the expertise of the school’s faculty,
- areas that presented opportunities for collaborative and transdisciplinary research efforts with other academic units on the Bloomington and Indianapolis campuses of IU and IU’s regional campuses.
- areas that presented opportunities to align the school’s research priorities with the work of those in local community-based organizations and health care systems, and
- the extent to which the areas presented opportunities for the expansion of the school’s extramurally funded research portfolio.

Based upon these criteria, the school identified the following six areas of emphasis: 1) physical activity, healthy eating, and obesity; 2) alcohol, tobacco, and other drug use and addictive behaviors; 3) sexual and reproductive health; 4) environmental health and natural environments; 5) rural and other health disparities; and 6) health economics. Efforts toward strengthening our research portfolio in these areas have included:

- efforts to improve the school’s research infrastructure in these areas by strengthening the nature of the school’s centers and institutes that focus on these topics,
- efforts to enhance a progressive and multidisciplinary conceptualization of research through assembling cross-discipline teams of faculty to envision new approaches to research in these priority areas, and
- significant efforts to strengthen the skills of faculty in the identification of funding opportunities and the preparation of applications for extramural funding.

Our school’s transition to a school of public health have substantially impacted our research productivity. Between the 2011 and 2012 academic years, the school observed significant improvements in some of the indicators used to measure our progress toward attainment of the school’s objectives. For example, between these two academic years, the school observed:

- a 48% increase in the number of research publications by faculty, staff, and students,
- a 42% increase in the school’s extramural expenditures for research,
- a 64% increase in the number of new research applications submitted to extramural entities,
- a 33% increase in the number of active extramurally funded research awards,
- an 11% increase in the percent of research publications that included students as co-authors, and
- a 68% increase in the percent of research presentations that included students as co-authors.

Research and School of Public Health Governance
The Committee on Research and Creative Activity is a Standing Committee of the SPH Academic Council, the school’s faculty governance and policy setting body. This committee provides leadership to the school on matters related to the school’s research and creative activity portfolio, and the 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. As a core function, this committee contributes to the evaluation and
planning activities of the school to ensure attainment of the school’s goals and objectives related to research and creative activity and assisting faculty in the process of evaluation, and, principally, the process of promotion and tenure. During the 2013-2014 academic year, this Committee led the development of the school’s new criteria for assessing research performance that are now adopted within the school’s promotion and criteria documents. The contributions of this committee to the school’s research infrastructure are described in the subsequent section.

Faculty Research Expectations
The school, as articulated in the SPH Promotion and Tenure Criteria (Electronic Resource 3.1.a), articulates research expectations as they relate to the process of tenure and promotion.

The self-study process identified the need for the school to enhance the criteria for research in order to ensure that they were more clearly linked to the school’s mission, goals, and objectives. During the 2013-2014 academic year, faculty developed and approved the new criteria. These new criteria provide a framework for research expectations that are highly consistent with the school’s mission, goals, and objectives. In particular, the criteria for the performance area of research were enhanced to influence faculty performance in key areas that had not been emphasized prior to our transition to a school of public health. Among these enhanced areas of expectation are: a) more recognition of participatory research activities that are conducted in partnership with community-based and other entities, b) more emphasis on the translation of research for purposes of informing policy, practice, or knowledge of the general population, and c) articulated expectations regarding the pursuit of extramural funding for research by faculty.

School of Public Health Research Faculty and Staff Infrastructure
Administrative support of faulty research is provided at various levels within the school. The Associate Dean for Research and Graduate Studies serves as the research officer for the school and is the dean’s liaison to all university and campus level research offices and committees. The Associate Dean for Research and Graduate Studies serves to facilitate enhancements to the school’s research infrastructure via both structural and faculty-specific initiatives.

The Standing Committee on Research and Creative Activity provides leadership to the school on matters related to the school’s research and creative activity portfolio, and the 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. As a core function, this committee contributes to the evaluation and planning activities of the school to ensure attainment of the school’s goals and objectives related to research and creative activity and assisting faculty in the process of evaluation, and, principally, the process of tenure and promotion. The Associate Dean for Research and Graduate Studies serves as the dean’s liaison to this committee.

Within the Office of the Dean, four staff members work closely with the Associate Dean, department chairs, and faculty to facilitate activities related to research, particularly those associated with extramural funding. The school maintains a full-time Director of Contracts and Research Administration who works closely with individuals throughout the process of preparing applications for extramural funding and serves as the school’s liaison to campus- and university-level offices that provide pre- and post-award services. The Director of Business Affairs and Budget works closely with individual faculty on matters of budget, indirect cost matters, and on other financial matters that arise during the process of budget construction and budget maintenance for extramurally funded projects.
The Director of Business Affairs and Budget and the Director of Contract and Research Administration are regularly engaged in complex financial administration duties associated with federal, state, and local government agency contracts and grants. In addition, grants and contracts are also awarded from business and industry; foundations and other nonprofits; educational institutions; and other organizations. These directors are responsible for preparation and negotiation of subcontracts, as well as submission of all proposals for external funding. The staff review, analyze, interpret, and negotiate legally binding terms and conditions of awards and sub awards as well as resolve conflicts and facilitate contract and grant revisions through discussions and correspondence with campus officers and legal personnel, university counsel, faculty and staff, and other administrative and programmatic units within the School. They also regularly monitor expenditures, interpret agency policies, and award documents to ensure compliance, provide guidance on allowable expenses, and close accounts. Finally, they advise faculty and staff on proposal processes, budgeting policies, award terms and conditions, and financial policies and procedures.

Two support staff work closely with these directors and the Associate Dean to coordinate the school’s internal research incentives program (described under Mechanisms to Support Faculty Research later in this section of the self-study), to facilitate the activities of the Committee on Research and Creative Activity, and to assist with the planning of research related meetings and events.

IUB Campus Research Infrastructure
The Office of the Vice Provost for Research (OVPR) has as its mission to work with individuals, teams, centers, institutes, and schools to foster excellence in research and creative activities and to offer support to faculty to successfully compete for external funding. The school’s Associate Dean for Research and Graduate Studies is a member of the faculty advisory committee to OVPR and works closely with the Vice Provost and the Associate Vice Provosts to ensure a seamless continuum between the school’s and the campus’ research infrastructures. The OVPR infrastructure to support research development is efficiently situated at the level of the campus in order to maximize opportunities from cross-campus collaboration and to centralize those services that are mutually beneficial to all schools on campus.

Policies Related to Research
Faculty, staff, and students in the school are expected to comply with all policies established to govern the research activities of Indiana University. The list below provides examples of some of the most commonly referenced policies in terms of research related to public health:

- Financial Conflicts of Interest in Research [Electronic Resource 3.1.b]
- Research with Human Subjects [Electronic Resource 3.1.c]
- Reducing Text Messaging while Driving and Performing Work under Federal Grant or Contract [Electronic Resource 3.1.d]
- Care and Use of Vertebrate Animals in Research and Education [Electronic Resource 3.1.e]
- Policy and Procedures on Research Misconduct [Electronic Resource 3.1.f]
- Policy Prohibiting Classified Research [Electronic Resource 3.1.g]
Additionally, faculty, staff, and students are also expected to comply with an extensive range of research-related policies that are applicable to all individuals at Indiana University. Extensive details related to each of these policies is available as Electronic Resource 3.1.h.

During the past two years, the school has had to address emerging issues in research compliance, such as those related to privacy and those related to the rapidly expanding range of publication outlets. Our responses to these issues is described below:

**HIPAA Policy.** In 2012, Indiana University adopted the IU HIPAA Privacy & Security Compliance Plan to ensure that researchers on the campuses of the university were conducting work within a structure that promotes understanding and compliance with the HIPAA Privacy & Security Rules, related provisions of the HITECH Act and applicable Indiana privacy and security laws. The school of public health categorized itself as a HIPAA affected area in 2012 and as a result, requires all faculty, staff, and graduate students to complete annual HIPAA training at the beginning of each fall semester. The school has demonstrated 100% compliance with this policy since its implementation.

**Predatory Journal Policy.** In 2013, in response to the rapidly expanding array of predatory journals that had become among those soliciting research manuscripts from faculty, the SPH Academic Council passed a policy that prohibits the use of school funds to support publications in predatory journals and that recommends faculty consider the potential predatory nature of a journal when considering the impact of an individual’s work for purposes of review, tenure, or promotion. A copy of this policy is available as Electronic Resource 3.1.i.

**Mechanisms to Support Faculty Research**

Among the top strategic priorities for the school is to increase research productivity as we work toward achieving the school’s mission. In a strategic effort to support this priority, the school maintains a series of investment mechanisms that seek to enhance the research climate of the school and to expand the school’s extramurally supported research portfolio. During the 2013-2014 academic year, the school allocated approximately $350,000.00 in investment funds designed to incentivize extramural proposals, provide support for pilot projects, enhance the research productivity of pre-tenure faculty, build community-based partnerships with organizations in the state of Indiana, and to support global research partnerships.

Detailed descriptions of the 2013-2014 research investment mechanisms is available on the school’s website under the section entitled Internal Funding for Faculty Research.

**Centers, Institutes, and Laboratory Infrastructure**

The school maintains multiple centers, institutes, and laboratories that support our research infrastructure. A brief description of each is provided below.

**Adapted Physical Education Lab.** There are three areas of research conducted in the Adapted Physical Education Laboratory. One is the study the physiological responses to physical activity and/or exercise in people with disabilities across the lifespan, as well as the impact of physical activity behaviors on health outcomes in this population. Second, motivational constructs are studied to determine the impact on physical activity behaviors. Finally is the study of teacher variables such as attitudes, perceptions, and emotions that predict behaviors by program providers.

**Aquatics Institute.** The Indiana University Aquatics Institute’s mission is to investigate the role of the aquatic environment within the context of recreation and leisure, and its relationship
to public health and quality of life. Current issues include drowning and drowning prevention, air/water quality, physical activity benefits, management impacts, sense of place, disparities and social justice.

**Biochemistry Lab.** Research in the exercise Biochemistry Laboratory is directed toward examining the inflammatory mediators responsible for airway inflammation in asthmatic subjects during exercise and examining oxidative stress and antioxidants during exercise.

**Biomechanics Lab.** The primary objective of the Biomechanics Laboratory is to gain a better understanding of the cause-effect mechanisms of sports motions.

**Center for Sexual Health Promotion.** The Center for Sexual Health Promotion is a collaborative of sexual health scholars from across the campuses of Indiana University and strategic partner academic institutions around the globe who, in partnership with practitioners from community-based health organizations, government and industry, work toward advancing the field of sexual health through research, education and training initiatives.

**Center for Research on Health Disparities.** The research mission of the Center is to: advance the understanding of social and behavioral causes of health disparities in vulnerable populations; to investigate the cumulative effects of early life adversity on the development of adolescent and adult behavioral, mental and physical health; and to reveal how underlying causes of health disparities are dynamic and inter-related.

**Clinical Exercise Physiology Lab.** The goal of the clinical research in this lab is to establish the most effective exercise prescription in health and disease. The current diseases of interest include hypertension, diabetes, and obesity.

**Counsilman Center for the Science of Swimming (CCSS).** Named after legendary swim coach and educator James E. "Doc" Counsilman, the center honors his seminal work in developing the science of swimming. The CCSS seeks to facilitate research and engagement in areas related to the history of swimming, training techniques, competition, swimming-related equipment, and the physiologic, psychological, and biomechanical study of athletes.

**Eppley Institute for Parks and Lands.** As an outreach arm of Indiana University, the Eppley Institute for Parks and Public Lands is currently working on research or technical assistance programs in cities in Alaska, Ohio, Indiana, Minnesota, plus Washington, D.C., and for the National Park Service, with total annual contracts exceeding $1.8 million.

**Human Performance Lab.** The Human Performance Lab conducts both basic and applied research in sports medicine and biomechanics, using metabolic carts, treadmills, bike ergometers, force platforms, isokinetic dynamometers, motion analysis systems, and other pertinent equipment and software.

**Indiana Prevention Resource Center (IPRC).** The IPRC is a statewide technical assistance and information resource for providers who work to prevent and treat addictions. Since its inception in 1987, the IPRC has strengthened Indiana’s substance abuse prevention and treatment efforts through education, research, and resources. The IPRC’s core services are designed to support an Indiana prevention system that promotes and sustains healthy behaviors and environments.
Industrial Hygiene Lab. The hygiene laboratory includes a variety of equipment designed to provide data on industrial contaminants or environmental conditions that may be harmful to workers. Specific equipment includes: air pumps, size selective particle samplers, particle analyzers, ventilation monitors, heat stress and heat strain monitors, noise monitors, monitors for a variety of gasses, and calibration standards.

Institute for Research on Addictive Behavior. The Institute for Research on Addictive Behavior (IRAB) has as its mission to advance basic and translational research on addictive behavior to improve public health. The Institute, which started in 2014, supports a wide scope of research on addictive behavior including, but not limited to, substance abuse problems, eating disorders, compulsive gambling, and sexual disorders. Since there may be multiple factors contributing to such patterns of behavior, the IRAB encourages research approaches in the diverse field of addictions that embrace biological/physiological, chemical/pharmacological, or social/psychological perspectives.

Leisure Research Institute. The Leisure Research Institute facilitates research and provides leadership through the systematic study of leisure and recreation-related phenomena by department faculty and students; dissemination of research-related publications prepared by faculty and students that serve the professional practice and theoretical development of the leisure, recreation, and tourism fields; organization and support of conferences, seminars, colloquia, and workshops for faculty and students; facilitation, through funding grants, research team formation, and research consultancy advisement, for both faculty and students; and leverage of partnerships within and outside the university that support research.

Motor Control Lab. The Motor Control Laboratory specializes in the neuromuscular mechanisms involved in human movement, with an emphasis on aging and postural control. Using a variety of EMG, H-reflex, and balance protocols, the Motor Control Laboratory investigates the plasticity or adaptability of the human reflex system through training. Focus is on functional tasks and on the postural muscles of the lower limb.

National Center on Accessibility. Through education, technical assistance, and research solutions, the Center provides comprehensive services resulting in the development of knowledge, awareness, skills, and ultimately action. The Center provides cutting-edge technical assistance, education, and research on accessibility issues to the parks, recreation, and tourism industries.

Neuro-Behavioral Lab. The Neuro-Behavioral Lab provides insight into the neural regulation of goal directed movements. Recent lines of inquiry include visuo-motor control of prehensile (reaching and grasping) movements in closed-land, open-loop visual modalities; spatial accuracy of goal-directed movements in memory dependent contexts; sensorimotor transformations (visual to kinesthetic) involved in pointing to remembered targets; visual and non-visual components of skill acquisition; and the cerebral specialization for speech and limb movement.

Nutrition Science Laboratories. The nutrition science laboratories are bifunctional facilities that support the teaching mission of the large undergraduate enrollment in dietetics and nutrition science, as well as faculty research projects. The facilities provide infrastructure for preparation of test meals for research with human subjects, and processing or extraction of blood, tissue and foods for analytes or biomarkers measured in nutrition science research.
Oxidative Stress Environmental Analysis Core Laboratory. The Oxidative Stress Environmental Analysis Core Laboratory has established a number of measurements for assessing oxidative stress and damage in a variety of biological samples with excellent accuracy and reproducibility using state of the art LC-MSMS, GC, and PCR equipment.

Rural Center for AIDS/STD Prevention. The major focus of the Rural Center for AIDS/STD Prevention (RCAP) is the promotion of HIV/STD prevention in rural America, with the goal of reducing HIV/STD incidence. The RCAP develops and evaluates educational materials and approaches, examines the behavioral and social barriers to HIV/STD prevention that can be applied to prevention programming, and provides prevention resources to professionals and the public.

Tobacco Control and Wellness Research Working Group (TobWell). This working group is designed to provide advanced research training to graduate students who are interested in tobacco control and wellness research, as well as to cultivate tobacco control and wellness research partnerships between faculty and graduate students.

Underwater Science Lab. A one-thousand square foot facility located in the basement of the school, the lab hosts environments designed to rehabilitate materials recovered during marine archaeology expeditions.

b. Description of current research undertaken in collaboration with local, state, national or international health agencies and community-based organizations. Formal research agreements with such agencies should be identified.

Table 3.1.1 provides a list of partner organizations with which research initiatives were implemented during the 2013-2014 academic year. Included for each partner is a general description of research being conducted, the level of formality of the partnership, and the type of documentation related to the partnership that is on file.

c. A list of current research activity of all primary faculty identified in Criterion 4.1.a., including amount and source of funds, for each of the last three years. These data must be presented in table format and include at least the following information organized by department, specialty area or other organizational unit as appropriate to the school: a) principal investigator, b) project name, c) period of funding, d) source of funding, e) amount of total award, f) amount of current year’s award, g) whether research is community based and h) whether research provides for student involvement.

Table 3.1.2 provides an overview of all extramural research funding of faculty for the past three years.

d. Identification of measures by which the school may evaluate the success of its research activities, along with data regarding the school’s performance against those measures for each of the last three years.

Table 3.1.3 provides the measures by which the school evaluates the success of its research activities and the data describing its performance against those measures are listed below for each of the last three years.
<table>
<thead>
<tr>
<th>RESEARCH INDICATORS</th>
<th>TARGET</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td># of refereed research articles published annually by faculty, staff, and students</td>
<td>300</td>
<td>167</td>
<td>247</td>
<td>216</td>
</tr>
<tr>
<td># of research presentations delivered annually at scientific meetings by faculty and students</td>
<td>350</td>
<td>272</td>
<td>281</td>
<td>312</td>
</tr>
<tr>
<td>mean number of refereed research publications by school’s tenure-line and scientist rank faculty</td>
<td>4.0</td>
<td>2.6</td>
<td>3.7</td>
<td>3.3</td>
</tr>
<tr>
<td>% of total faculty research publications that include students as co-authors</td>
<td>60%</td>
<td>38%</td>
<td>49%</td>
<td>42%</td>
</tr>
<tr>
<td>% of total faculty research presentations that include students as co-authors</td>
<td>50%</td>
<td>25%</td>
<td>42%</td>
<td>34%</td>
</tr>
<tr>
<td>total annual $ in research expenditures from extramural sources</td>
<td>$ 3 million</td>
<td>$1,216,188</td>
<td>$1,727,459</td>
<td>$1,860,034</td>
</tr>
<tr>
<td># proposals submitted for new (not continuation) extramural funding for research or creative activity</td>
<td>60</td>
<td>25</td>
<td>41</td>
<td>32</td>
</tr>
<tr>
<td># active extramural awards for research or creative activity</td>
<td>50</td>
<td>15</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>% of tenure-line and research scientist faculty who had &gt; 1 active extramural award for research or creative activity</td>
<td>50%</td>
<td>24.6%</td>
<td>21.2%</td>
<td>27.7%</td>
</tr>
<tr>
<td>% of school’s total internal research awards that represent projects with community partners</td>
<td>50%</td>
<td>23.1%</td>
<td>57.6%</td>
<td>44.80%</td>
</tr>
<tr>
<td>% of research-focused partnerships with community organizations that include students as participants</td>
<td>75%</td>
<td>69% (20/29)</td>
<td>67.0% (65/97)</td>
<td>60.23% (53/88)</td>
</tr>
<tr>
<td># international research or creative activity partnerships with other academic institutions</td>
<td>40</td>
<td>13</td>
<td>36</td>
<td>27</td>
</tr>
<tr>
<td># domestic research or creative activity partnerships with academic institutions</td>
<td>40</td>
<td>9</td>
<td>31</td>
<td>33</td>
</tr>
<tr>
<td>total expenditures ($) to provide internal funds for faculty research</td>
<td>&gt; $300,000</td>
<td>$166,174</td>
<td>$273,597</td>
<td>$313,250</td>
</tr>
<tr>
<td>total expenditures ($) to provide internal funds for student research</td>
<td>&gt; $25,000</td>
<td>$20,627</td>
<td>$19,235</td>
<td>$22,149</td>
</tr>
<tr>
<td>% of research-focused partnerships that include Indiana organizations as partners</td>
<td>50%</td>
<td>16.4% (9/55)</td>
<td>21.0% (30/143)</td>
<td>26.4% (37/140)</td>
</tr>
<tr>
<td>% of internal research funds allocated to projects specific to Indiana communities</td>
<td>50%</td>
<td>60.0%</td>
<td>43.7%</td>
<td>46.3%</td>
</tr>
</tbody>
</table>
e. Description of student involvement in research.

The engagement of students in research is reflected in the objectives of the school, particularly those included under goal three. It remains a priority of the school to increase the number of students who are engaged in research. Table 3.1.4 provides the student-focused research indicators used by the school to assess student engagement in research and corresponding data for the past three years that reflects our performance toward each.

Table 3.1.4. Indicators of Student Involvement in Research 2011-2014

<table>
<thead>
<tr>
<th>STUDENT RESEARCH INDICATORS</th>
<th>TARGET</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014**</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of total faculty research publications that include students as co-authors</td>
<td>60%</td>
<td>38.0%</td>
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<td>$19,235.00</td>
<td>$22,149.00</td>
</tr>
<tr>
<td>% of research-focused partnerships with community organizations that include students as participants*</td>
<td>75%</td>
<td>69% (20/29)</td>
<td>67.0% (65/97)</td>
<td>60.23% (53/88)</td>
</tr>
</tbody>
</table>

**Partnership tracking included larger numbers of faculty beginning in 2012

The school, through initiatives implemented in collaboration with the Committee on Research and Creative Activity, makes available two types of funding mechanisms for student research: the student research travel grant (to facilitate travel for research dissemination at scientific meetings) and the student research grant (to support students conducting research). The school begins each academic year with a minimum of $20,000 in funding for these two mechanisms, although the amount actually awarded is dependent upon applications and awards. These funds are in addition to those routinely provided within a student’s home academic department to support such initiatives. Additionally, via the Graduate Studies Committee, the school actively encourages students to pursue funding from the IU Graduate School, which provides funding for student dissertation research (up to $1,000.00 per award). The Graduate Studies Committee maintains a process for reviewing and promoting the most competitive applications during funding cycles held each semester.

A description of these student research funding mechanisms can be found on the school’s website under the section entitled Internal Funding for Student Research.
f. 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 an active research program that is consistent with the school’s mission, which makes contributions to knowledge in areas that are closely related to today's most pressing public health challenges, and that seeks to engage students and community partners. During the 2013-2014 academic year, the school reported a total of 216 research publications and over 300 research presentations. Students are actively engaged in research, with 42% of all faculty publications including a student as co-author and 34% of research presentations including students as co-authors. The school has maintained a commitment to research conducted in partnership with community-based organizations.

The school has a well-developed administrative structure to support its research-related activities and the Committee on Research and Creative Activity is a standing committee of the school’s governance structure. The school maintains an active program of internal investment mechanisms that are designed to advance the research mission, and in particular intended to make investments into initiatives that will produce returns that include an increase in the school’s extramurally funded research portfolio. During the 2013-2014 academic year, these investments totaled more than $300,000.00.

**Weaknesses**
The primary weakness in the area of research is that the school’s extramurally funded portfolio of projects is well under its current target. Additionally, the school has not traditionally had a long history of NIH specific funding although our transition to a school of public health has seen an almost immediate increase in such funding. The school’s research investment program is designed to support to the fullest extent possible those initiatives of faculty that have the highest likelihood of helping to expand our extramural funding for research.

**Future Plans**
Plans for the future include:
- Maintaining the internal research investment program, with a particular emphasis on investments that facilitate research development among the school’s junior and pre-tenure faculty and on those proposals that move the school forward in multidisciplinary, progressive, and highly fundable directions.
- Continuing to focus on the six research areas that have been identified as priorities given their centrality to the school’s and campus’ research strengths and the contemporary challenges facing the health of societies.