Mission Statement

The mission of the Indiana University 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 activities, teaching, and community engagement.
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Below is the list of abbreviations and acronyms used in this document.

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<thead>
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<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ASPPH</td>
<td>Association of Schools and Programs of Public Health</td>
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<tr>
<td>BBI</td>
<td>Big Bold Idea</td>
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<tr>
<td>CEWiT</td>
<td>Center of Excellence for Women in Technology</td>
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<td>CEPH</td>
<td>Council on Education for Public Health</td>
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<tr>
<td>CITL</td>
<td>Center for Innovative Teaching and Learning</td>
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<tr>
<td>EAC</td>
<td>External Advisory Committee</td>
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<tr>
<td>Entity</td>
<td>Academic Council standing committee, Department, Center, and Institute</td>
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<tr>
<td>IU</td>
<td>Indiana University</td>
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<tr>
<td>IUSP</td>
<td>Indiana University Bicentennial Strategic Plan</td>
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<tr>
<td>SPH–B</td>
<td>School of Public Health–Bloomington</td>
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<tr>
<td>SPSC</td>
<td>Strategic Planning Steering Committee</td>
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<tr>
<td>STEM</td>
<td>Science, Technology, Engineering and Mathematics</td>
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The Indiana University School of Public Health-Bloomington (SPH–B) faculty entered into the strategic planning process to create The School of Public Health Strategic Plan-2021. Building upon our traditions while serving Indiana with much needed research, curricula, and community engagement is central to this plan. This planning process intended to establish a comprehensive strategy aligning SPH–B with Indiana University-Bloomington’s goal, and address the resources to grow our excellence, capabilities, and our national reputation.

The plan drew upon diverse sources of input with all welcomed into the discussion. The SPH–B completed the accreditation process (accreditation by Council on Education for Public Health (CEPH) in June 2015 through July 1, 2020) which yielded a strong understanding of many of our strengths, weaknesses, opportunities and threats. CEPH accreditation has positioned us with a strong foundation. Using information in the self-study report as the foundation for future planning efforts and drawing upon the expertise of both external and internal stakeholders makes this report complete. The individual entity (Department, Centers, Offices, Institutes, etc.) plans were integrated into the School of Public Health Strategic Plan-2021. Also referenced is the relationship of the SPH–B Strategic Plan and deliverables to the school’s Mission, Values, and Goals (Appendix A), the Big Bold Ideas (Appendix B) and priorities from the IU Bicentennial Strategic Plan (Appendix C).

The objective of the Strategic Planning process was to help the SPH–B focus on its central strategy by identifying and compiling progress markers and needed resources. We have identified seven key areas that are necessary for the continued success and advancement of the SPH–B. Each of these areas contains actionable items and corresponding areas of responsibility. Each responsible entity is expected to include the actionable items in their strategic plan and periodically report on progress toward completion of the action to the Dean or his designee. The key drivers that shape and determine our overarching strategy will likely be based on an assessment of these seven keys areas:

I. Diversity  
II. Curriculum  
III. Faculty Development – Research  
IV. Faculty Development – Teaching  
V. Faculty Development – Community Engagement  
VI. Development  
VII. Facilities

Each of these areas contains inputs, activities and outputs as well as outcomes-impacts as shown in the Logic Model (page 10).
1. Introduction

The transformation to a successful School of Public Health on the Bloomington campus involved a tremendous effort by SPH–B faculty/staff. The culmination of these efforts resulted in the accreditation of the school by CEPH in June 2015, which is valid through July 1, 2020. In preparation for celebration of the 75th anniversary (2021) of the creation of the school that would become the School of Public Health-Bloomington, the faculty have entered into the strategic planning process to better prepare the SPH–B for the future. With the recent transition to a school of public health, we build upon our traditions while serving the state of Indiana with much needed research, curricula, and community engagement. Indeed, the school is no stranger to public health: It has offered a master’s degree in public health since 1969. The school is ensured a bright future with the focus on continuing the well-established programs and traditions along with the addition of new cutting-edge curricula.

Curricular and educational structure
Health studies and health promotion are central to the mission of Indiana University on the Bloomington campus. As early as the 1890’s the seeds for what was to become the School of Public Health-Bloomington were sown when health-related coursework and classes in physical education were conducted in various locations around campus. These programs eventually became a part of the School of Education and then, with the establishment of the School of Health, Physical Education, and Recreation, a new era began. From its very beginning in 1946, the school has focused on the improvement and promotion of healthy, active lifestyles through the outstanding work of faculty representing a broad spectrum of program areas.

The academic programs and faculty within the SPH–B are organized into five departments offering nearly 50 degree programs including undergraduate, masters and doctoral degrees, as well as certificate programs and minors. More than 120 faculty conduct major research, teach, and engage with communities across a broad spectrum of health, wellness, and disease prevention initiatives. The school’s centers and institutes (Listed in Appendix E) also contribute to the interdisciplinary and multidisciplinary research, teaching, and service activities. Together the faculty and centers and institutes help to advance the mission of the SPH–B to protect and improve the health of the people of Indiana, the nation and the world.

Research Mission
The research mission of the SPH–B is to conduct, disseminate, and translate research and creative activity to advance knowledge and health worldwide. As the SPH–B works toward this goal, faculty, staff, students, and 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 an unparalleled environment for conducting work that is transdisciplinary and offers innovative approaches to the world’s most complex public health challenges.

Community Engaged. With hundreds of partnerships across Indiana and the globe with community-based organizations and institutions, the SPH–B 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 SPH–B 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.
Impact to Indiana Communities

The focus of public health is about prevention and community building. Rather than focus attention on one person at a time; public health focuses on the community and its members. Each member of the community is a stakeholder. The definition of community will vary with the focus of the public health professional's work and efforts. Community may mean the town, city, county, state, nation or world. Community may also mean the local agency working with special needs children or homeless persons.

On a broad spectrum, current public health issues include water quality and conservation, obesity, physical activity opportunities, eradication of disease, food deserts and so many other issues. The SPH–B is training public health professionals to tackle these problems by providing a quality education for both undergraduate and graduate students. Students and faculty are involved in the community through classroom activities, service learning projects and research. We believe members of the community are stakeholders and need to be engaged in public health efforts to prevent disease. The SPH–B is fully engaged with the Indiana community at large and well positioned to shape the next generation of public health professionals.

The SPH–B can help improve the reach of public health programs/research in general. Furthermore, the SPH–B consists of valuable centers, institutes, and specialized laboratories, which enrich the school’s overall mission of promoting health (Appendix E).

Strategic Planning

The SPH–B recently completed the accreditation self-study process that has positioned us with a strong foundation to further strategic planning. Using information in the self-study report as the ground work for future planning efforts, the SPH–B has undertaken strategic planning activities in calendar year 2016 that draw upon both external and internal resources. The strategic planning process was a faculty driven process allowing each entity (Department, Center, Institute, Office, etc.) within the SPH–B to undergo its own planning, which was then integrated into the SPH–B wide plan. The ultimate purpose of the strategic planning process was to establish a central strategy for the SPH–B. This will allow alignment of resources, such as space and funding; research around curricular strength; and establish our national reputation amongst other schools of public health.

The objective of the Strategic Planning process was to focus the SPH–B on its central strategy by identifying and compiling progress markers and needed resources that align with:

- The “Big Bold Ideas” as identified by the SPH–B Vision Committee in March/April 2015.
- The mission, values, and goals of the SPH–B as noted in the school’s self-study report.
- The priorities identified in the Indiana University Bicentennial Strategic Plan.

This strategic plan allows the SPH–B to incorporate the above major bullet points, while allowing for autonomy of each entity within the SPH–B. The key drivers that shape and determine curricular, research, outreach, and engagement strategies were based on an assessment of our strengths/expertise, health issues in Indiana, niche within schools of public health, grant resource availability, workforce development needs, community engagement practices, etc. In this way, there’s an equal playing field for every student, and opportunities down every path.

Our commitment to diversity, including the underserved and/or underrepresented, goes far beyond opening doors for access and success. Our academic mission—teaching, learning, scholarship, research, engagement, and creative activity—is made better by the exchange of ideas and diverse experiences and perspectives of our students, faculty, and staff.
Alignment with IU Bicentennial Strategic Plan

The School of Public Health Strategic Plan-2021 aligns with the Bicentennial Strategic Plan for Indiana University (See Appendix C). The Bicentennial Strategic Plan sets out a bold course for Indiana University as we approach the university’s third century. The plan is organized around IU’s Principles of Excellence, our firm foundation in a rapidly changing environment for aspects of higher education.
The outcome of this process is this Strategic Plan-2021. This document includes recommendations to the SPH–B Dean on the proposed central strategy of the SPH–B. It also includes progress markers and needed resources that align SPH–B curricular and research objectives with the goals of the SPH–B, the “Big Bold Ideas,” and the priorities identified in the Indiana University Bicentennial Strategic Plan.

**Strategic Planning Steering Committee (SPSC)**

The Strategic Planning process was the responsibility of the faculty, but was driven by the School's Academic Council standing committees (internal) and the Chairs of the departments (internal). Each entity within the SPH–B was given the opportunity to develop their own strategic plan. During summer 2016, the SPSC, consisting of representatives of the Academic Council, utilized these materials and integrated them into a school-wide strategic plan. Drafts of the Strategic Plan-2021 were circulated to the entire faculty and staff for feedback throughout the process.

**External Advisory Committee**

An External Advisory Committee (EAC) consisting of experts in public health education along with members of the Dean’s Alliance worked with the SPSC to provide external review and feedback on the SPSC’s progress. The EAC consisted of individuals within higher education with experience in organizational transformation and public health. The EAC provided an initial review of progress, and then a review of the final draft document. These reviewers were asked to review the background materials provided along with their knowledge of the field of public health to provide insights on whether the Strategic Plan effectively positions SPH–B within the public health education sector to grow both our student body and our research efforts. This review included a more integrated approach to public health education for all our students, the role of online education within the field and SPH–B, opportunities to grow graduate student numbers while avoiding curricular sprawl, introduction of global health into our curriculum, etc.
3. Goals: Build on Strengths in Specialty Areas

### Strategic Plan-2021 Logic Model

#### INPUTS

- **Mission, Values, & Goals**
  - Indiana University Bicentennial Strategic Plan
  - SPH-B Big Bold Ideas

- **Individual & Organizational Stakeholders**
  - Faculty
  - Staff
  - Students
  - Alumni
  - Public health practitioners
  - Community members
  - Other partners

- **Resources**
  - IU
  - IUB
  - CIC
  - Dean’s Alliance
  - External Funders

- **Institutional Goodwill**

#### ACTIVITIES AND OUTPUT

- **Development**
  - Consult with key stakeholders
  - Unit level planning
  - Faculty driven development
  - Collect materials
  - Revise according to stakeholder consensus

- **Delivery**
  - Designate strategic plan implementation leaders
  - Schedule & organize strategic planning implementation sessions
  - Revise and implement a Diversity Plan
  - Department lead curricular review
  - Establish research related faculty development opportunities
  - Establish teaching related faculty development opportunities
  - Increase PH visibility in activity with the campus and Indiana communities
  - Facility space assessment

- **Collect Metrics**
  - Pull qualitative and quantitative data associated with diversity initiatives
  - Assess both tangible and intangible components of each program
  - Evaluation of teaching and research metrics
  - Conduct qualitative and quantitative evaluations of service/outreach
  - Conduct impact surveys associated with new initiatives
  - Collect metrics related to each item within the strategic plan

- **Compile, analyze & report results**

#### OUTCOMES-IMPACT

- **Short & Immediate Term**
  - I. Increase and enhance socioeconomic diversity amongst faculty, staff, and students
  - II. Reduce curriculum sprawl to focus faculty efforts for teaching and research
  - III. Faculty development opportunities will increase research productivity
  - IV. Faculty development will continue excellent teaching evaluation and satisfaction
  - V. Service/Outreach will grow, reach, and impact within Indiana and beyond
  - VI. Address fundraising needs through development
  - VII. Address short term facilities needs and implement a plan for long term needs

- **Long Term**
  - Enhanced collaborations with IU, IUB, community, government, and professional practitioners
  - Build greater cohesiveness within IU SPH-B faculty and staff
  - Improve student outcomes
  - Improve faculty success in research and teaching
  - Capacity to prepare and respond to cross-disciplinary needs within the community (Indiana and beyond)

#### Assumptions and External Factors

- Resource availability
- Continued public support
- Continued political support
- Faculty expertise & enthusiasm
- Stakeholder commitment & contribution
What follows are seven key areas where actions are recommended for the continued success and advancement of the SPH–B. Each of these areas contain actionable items and corresponding areas of responsibility. Also referenced is the relationship of the actionable items to the school’s Big Bold Ideas and the Indiana University Bicentennial Strategic Plan. Each responsible entity is expected to include the actionable items in their own strategic plan and periodically report on progress toward completion of the action to the Dean or his designee.

This strategic planning process has identified priority items that will require dedicated resources to accomplish. One of the key activities of implementation will be determining specific budget requests for each of these actionable items.

GOALS AND DELIVERABLES

1. Diversity
Responsible Entity: Administration and Faculty
Champion(s): Committee on Diversity and Inclusion

Goal 1. Cultivate an environment of social civility and support thus to encourage consistent and thoughtful appreciation of the contributions of all members of our community. (BBI 3, IUSP Priority Two)

1.1.A. Invite the Associate Vice Provost for Faculty Development and Diversity to provide an annual workshop on environmental civility and the importance of diversity.

1.1.B. Conduct an annual town hall discussion on success through diversification of faculty and students.

1.1.C. Continue annual outreach efforts via the Office of Student Diversity & Inclusion to campus groups, high schools, gifted graduate students, etc. from underrepresented group to increase student interest in SPH–B related programs.

1.1.D. Work with the Office of Development & Alumni Relations toward establishing scholarships for incoming students of diverse backgrounds at both undergraduate and graduate levels by 2020.

1.1.E. Cultivate a diverse, culturally-rich community in the SPH Living Learning Center and advance exposure to public health early in the academic path.

1.1.F. Enter into a minimum of three strategic partnerships to facilitate development of existing diverse faculty.
Goal 2. Review, revise and implement the diversity plan submitted by the SPH Director of the Office of Student Diversity & Inclusion and educate all faculty, staff and students on plan details. (BBI 2, IUSP Priority One)

1.2.A. Annually, distribute plan to faculty, staff and students for review and comment by December 31.
1.2.B. Edit plan according to comments received on an annual basis.

Goal 3. Develop and implement opportunities to attract a diverse community. (BBI 2, IUSP Priority One)

1.3.A. Establish current diversity of faculty and staff and establish goals for the coming years.
1.3.B. Identify opportunities to recruit and offer funding for students from diverse populations.
1.3.C. Establish baseline and set annual underrepresented student recruitment and retention goals.

2. Curriculum
Responsible Entity: Departmental Faculty
Champion(s): Graduate and Undergraduate Studies Committees

Goal 1. In preparation for biennial bulletin revisions, each department will review each of their majors and minors. (BBI 7, IUSP Priority Four)

2.1.A. Work with Career Services, who work with today’s employers, to determine the relevancy of the curriculum by 2019.
2.1.B. Determine if there is sufficient number of students enrolled in the major or minor and if the projected enrollments are able to sustain the major or minor by 2019.
2.1.C. Review curriculum bi-annually and submit changes to Administration.

Goal 2. Poll graduating students and alumni to determine their satisfaction with the quality of the education they received, and solicit suggestions for change based on their post graduate experience. (IUSP Priorities One, Two, Three and Four)

2.2.A. Develop and implement plans to attract more students at the graduate level. Each department should set annual enrollment growth goals.
2.2.B. Increase and reward undergraduate research opportunities by at least two per year.

Goal 3. Increase program efficiency. (IUSP Priority Four)

2.3.A. Revise curricula to link more closely with faculty research interests by 2020.
2.3.B. Consolidate master’s level programs within departments to reduce curricular sprawl where appropriate by 2020.
2.3.C. By 2018, Career Services creates a survey to determine career readiness as a component for all programs that is an addition to the career outcomes survey.
Goal 4. Initiate collaboration with the Hutton Honors College to develop honors programs and increase honors courses. (IUSP Priorities Two and Four)

2.4.A. Educate faculty on the procedure for developing an honors course through an annual honors course development seminar.
2.4.B. Set bi-annual department goals for number of honors courses offered.

Goal 5. Include Inter-Professional Education in all curricular levels. (BBI 1, 3, 5, 7 and 9; IUSP Priorities Two, Three, and Six)

2.5.A. Develop an action plan by 2018 to include Inter-Professional Education in curricula, and update it bi-annually.

Goal 6. Review and revise school-wide policies related to curricular matters. (BBI 1, IUSP Priority Four)

2.6.A. Identify policies by 2018 that need to be reviewed and revised or written to support curricular activities.
2.6.B. Establish a schedule to review all policies related to curriculum on a periodic basis.

Goal 7. Increase online course enrollment by recruiting new students and community partners. (BBI 5, 7, 10 and 11; IUSP Priority Four)

2.7.A. Increase online course enrollment by 20% by 2020.

Goal 8. Evaluate online programs for effectiveness. (BBI 7, IUSP Priority Four)

2.8.A. Establish criteria by 2018 to evaluate the quality of online education and student satisfaction with the courses to make sure it is in line with the on-campus offerings.
2.8.B. Using established criteria, conduct an annual survey of online learners to determine program effectiveness.

3. Faculty Development-Research

Responsible Entity: Faculty
Champion(s): Committee on Research and Creative Activity

Goal 1. Use our resources as a School of Public Health to identify ways we can support efforts to overcome local, state, national, and global health problems. (BBI 9, IUSP Priority Five)

3.1.A. Identify available resources by 2018.
3.1.B. Identify the health problems by 2018 that SPH–B has the expertise to address.
Goal 2. Establish a mentoring program focused on research for junior faculty. (BBI 7, 9, 10, and 11; IUSP Priorities Two and Three)

3.2.A. Establish and implement a school-wide policy on junior faculty mentoring by 2018. This policy may include but not be limited to criteria for assignment of senior faculty to act as mentors; protected research time; inter-departmental collaborations; opportunities for junior faculty to display their research and a mentoring component for promotion and tenure and/or annual review for senior faculty.

Goal 3. Develop a list of priority areas to focus collaborative research efforts. (BBI 9, IUSP Priority Three)

3.3.A. Identify faculty teams from the school and university interested in conducting research and developing meaningful partnerships in priority areas by 2018.

3.3.B. Provide competitive resources for junior faculty to facilitate research in priority areas by 2020.

Goal 4. Develop shared understanding of research conducted across the SPH–B. (BBI 4 and 9, IUSP Priority Two)

3.4.A. Establish periodic, school-wide research colloquia by 2018.

3.4.B. Distribute online semi-annual reports detailing faculty publications and newly funded projects to faculty, staff, and students by 2018.

Goal 5. Charge Academic Council with the task of reviewing and revising tenure and promotion documentation. (BBI 5 and 9, IUSP Priorities Two and Three)

3.5.A. Rebalance and revise teaching, research, and service for all faculty by 2018.

3.5.B. Draft and implement guideline on extramural funding expectations by 2020.

3.5.C. Develop a school-wide guideline for teaching load adjustments based on extramural funding awards.

4. Faculty Development-Teaching

Responsible Entity: Faculty
Champion: Committee on Teaching and Learning

Goal 1. Determine training needs for the school. (BBI 5, IUSP Priority Four)

4.1.A. Hold an annual forum to determine training needs through the Committee on Teaching and Learning by 2018.

4.1.B. Establish a working group to recommend annual structure and budget allocations for teaching professional development activities such as conference attendance by 2018.

4.1.C. Develop annual teaching orientation curriculum by 2019.

4.1.D. Conduct an annual teaching innovation demonstration for faculty with CITL and/or IT Department by 2019.

4.1.E. Develop adjunct faculty professional development program by 2019.
Goal 2. Mentor junior/new/adjunct/visiting faculty as they develop their teaching styles. (BBI 11, IUSP Priority Four)

4.2.A. As part of the mentorship program junior and new faculty will work with a teaching mentor each year.
4.2.B. Identify and maintain list of adequate number of faculty who will receive instruction on the standard format for a peer observation.
4.2.C. Trained faculty observers will conduct at least five annual peer observations of faculty in the classroom.
4.2.D. Strive to have each junior faculty member acquire at least two peer teaching observations prior to their third year review and additional annual observations until tenure and/or promotion are achieved.
4.2.E. As requested, conduct annual peer teaching observations of faculty.
4.2.F. Solicit input from students concerning their educational experience and share results with faculty.

5. Faculty Development-Community Engagement

Responsible Entity: Faculty
Champion: Assistant Dean of Student Affairs

Goal 1. In collaboration with the Assistant Dean of Student Affairs, increase the SPH–B visibility on campus through outreach and collaborative service learning and community engagement opportunities. (BBI 6, 7, 8 and 10, IUSP Priorities Six, and Seven)

5.1.A. Continue to promote, expand, and diversify programming focused on physical activity to further advance the wellness culture on campus through continued coordination between the Division of Recreational Sports and university leadership.

Goal 2. Design and develop initiatives which facilitate community-academic partnerships designed to enhance the capacity of Indiana’s public health workforce. (BBI 5, 6, and 7, IUSP Priorities 6 and 7)

5.2.A. Collaborate with the SPH–B Community Advisory Board on community-academic partnerships, completing a bi-annual assessment of programs.
5.2.B. Analyze data from bi-annual assessment focus groups.
5.2.C. Sustain progress via continued partnership and annual review.
Goal 3. Enhance global health through partnerships with other academic institutions and organizations outside the U.S. (BBI 4 and 9, IUSP 5)

5.3.A. Create study abroad opportunities for students who are specifically focused on global health by 2018.
5.3.B. Host two events a year where students, scholars, and/or faculty may share their international research with the school and wider community by 2018.
5.3.C. Increase the number of faculty who are engaged in international activities whether they are in the areas of teaching, service, research, or workforce development.
5.3.D. Create workforce development training which can be delivered outside the U.S. by 2019.

Goal 4. Develop an award for faculty and/or staff in the school who show an exemplary commitment to community engagement in the area of teaching or service. (BBI 7, IUSP Priority Two)

5.4.A. Form committee, create award criteria, and confer first award by 2018 and annually thereafter.

6. Development

Responsible Entity: Office of Development and Alumni Relations, and Faculty Champion(s): Executive Director of Development

Goal 1. Continue philanthropic efforts to sustain the viability of our school. (BBI 5, IUSP Priority Eight)

6.1.A. Continue progress to identify a donor willing to name the school by 2021.
6.1.B. Continue progress to meet Bicentennial Campaign goal of $30 million by December 31, 2019.
6.1.C. Engage the Dean, Department Chairs, and faculty to coordinate with the Office of Development & Alumni Relations in identifying and cultivating prospects for the school, including alumni, friends, and foundations by 2017.
6.1.D. Continue to organize annual school-wide networking and outworking events (i.e, Day of Service).
6.1.E. Increase funding for student scholarships by 2017.

Goal 2. Develop a more efficient process to manage and distribute philanthropic awards by 2017. (BBI 1, IUSP Priority One)

6.2.A. Provide necessary personnel to develop and manage this process.
7. Facilities

Responsible Entity: Departments, Faculty, and Centers and Institutes
Champion(s): Assistant Dean and Chief of Staff, and Departments, Faculty, Centers and Institutes

Goal 1. Each department will complete a needs assessment specific to facility space including dollar cost estimates and specific space needs and wants. (BBI 5, and 6, IUSP Priorities One and Two)

7.1.A. Complete inventory of space and space usage by 2018.
7.1.B. Specific needs such as lab space and office space are defined with a master plan created in collaboration with the school Facilities Committee by 2019.
Appendix A: Mission, Values, Goals

The transition to the SPH–B required input from faculty, staff and students. The mission, values and goals shown below are the result of this collective effort. This task was thorough, well-orchestrated and a collective process that involved the entire school. The mission, vision, and goals created in this transition have guided this strategic planning process.

Mission
The mission of the SPH–B is to promote health among individuals and communities in Indiana, the nation, and the world through integrated multidisciplinary approaches to research and creative activities, teaching, and community engagement.

Values
As the SPH–B, we value:
• health and quality of life as a human right,
• academic integrity,
• a commitment to 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.

Goals
• 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 Indiana and beyond through community-focused and participatory initiatives.
Appendix B: The “Big Bold Ideas” of the School’s Vision Committee

A committee of 20 faculty and staff members, representing all SPH–B academic departments, the Division of Recreational Sports, and the school’s Centers and Institutes, was formed to assist with the vision of the school. The formation of this committee was created to assist the Office of Development and Alumni Relations in procuring developmental funds.

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<th>BIG BOLD IDEAS</th>
<th>CONSTRUCT</th>
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<tr>
<td>1. Elevate the importance of well-being to influence policy change which directly impacts public health at a national, state, local level.</td>
<td>POLICY</td>
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<td>2. Expand the idea of social justice to move into the demonstrated area of generosity, mercy, and gracious space.</td>
<td>SOCIAL CIVILITY</td>
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<td>3. Create a more safe and civil society through the creation of strategies to enhance a sense of community.</td>
<td>SAFETY</td>
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<td>4. Reorient our world view beyond the individual need, focus on the perspective of “We’re all better...when we’re all better.”</td>
<td>SOCIAL ECOLOGICAL INTERCONNECTEDNESS</td>
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<td>5. Facilitate access to resources and services which empower individuals to make better health-related quality of life decisions.</td>
<td>ACCESS</td>
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<td>6. Impact the way in which the built and natural environments enhance quality of life.</td>
<td>HOLISTIC APPROACH TO ENVIRONMENT</td>
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<td>7. Research and programming should be translational to create a direct impact on the people and economy in the state of Indiana.</td>
<td>PUBLIC HEALTH IS GOOD BUSINESS</td>
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<td>8. Impact health related quality of life throughout the lifespan, not just the marginalized younger and older population, but with a specific emphasis on adulthood.</td>
<td>LIFESPAN</td>
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<td>9. Facilitate high quality research focused on evaluating and informing best practice as well as creating an environment which scholars and educators are daring to ask unasked questions.</td>
<td>TRANSLATIONAL RESEARCH</td>
</tr>
<tr>
<td>10. Champion the “well-being” aspect of public health through the lens of prevention.</td>
<td>PREVENTION</td>
</tr>
<tr>
<td>11. Revolutionize the approach to addressing today’s most pressing public health issues. (For example: obesity, mental health, substance abuse, etc.)</td>
<td>PUBLIC HEALTH REIMAGINED</td>
</tr>
</tbody>
</table>
Appendix C: Alignment with IU Bicentennial Strategic Plan

The Bicentennial Strategic Plan sets out a bold course for Indiana University as we approach the university’s third century. The Strategic Plan–2021 was intentionally designed to align with the Bicentennial Strategic Plan. The Bicentennial Strategic Plan is organized around IU’s Principles of Excellence and outlines our firm foundation in a rapidly changing environment for virtually every aspect of higher education. Thus, as much as the Bicentennial Strategic Plan reflects the enormous energy and enterprise of IU’s faculty, staff, and students, it also reflects a deep commitment to the time-honored values of excellence in education, research, and engagement that are the hallmark of great public universities.

The Bicentennial Strategic Plan provides a framework to assure IU’s leadership in student success, research and scholarly excellence, and service to our communities, and as a driver of economic development for all of Indiana. As the university community dedicates itself to implementing these initiatives over the next five years leading up to the celebration of our bicentennial in 2020, we are united in our goal of strengthening the university’s standing as one of the world’s great public institutions. The Bicentennial Strategic Plan will serve as the cornerstone of future growth and distinction during IU’s next 100 years.

The priorities identified in the Indiana University Bicentennial Strategic Plan:

- Priority One: A Commitment to Student Success
- Priority Two: A Community of Scholars
- Priority Three: Catalyzing Research
- Priority Four: Re-Imagining Education
- Priority Five: A Global University
- Priority Six: Health Sciences Research and Education to Improve the State and Nation’s Health
- Priority Seven: Building a Prosperous and Innovative Indiana
- Priority Eight: Towards a Culture of Building and Making
- Priority Frameworks of Excellence:
  - Excellence in Advancement
  - Building for Excellence
  - Centrality of Information
  - Responsible Stewardship
## Appendix D: Timeline of Strategic Planning Process with Associated Activities

<table>
<thead>
<tr>
<th>MONTH</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>JANUARY 2016</td>
<td><strong>CHARGE MEETING:</strong>&lt;br&gt;The Dean met with the SPSC and Deans and Chairs Committee to give them their charge and begin the process.</td>
</tr>
</tbody>
</table>
| FEBRUARY-APRIL 2016 | **ENTITY LEVEL OUTCOMES:**<br>Each Academic Council Standing Committee, Department, Center, and Institute, including Campus Recreational Sports, conducted an entity-wide exercise to determine the three to five points of distinctiveness of their entity or the SPH–B for the next five to 10 years. This exercise was led by the entity head (Director, Chair, etc.) or designee with support from the Dean’s office. All faculty and/or staff within the entity who wished to participate were able to participate. Those who did not wish to participate were free to opt out of the process. The exercise included discussion on how the entity envisions its alignment with the Goals of the IU School of Public Health-Bloomington, Big Bold Ideas, and Indiana University Bicentennial Strategic Plan. The structure and process was left up to each entity to determine what was best for them.  
  • Entities identified what needs to be strengthened and cultivated to accomplish distinctiveness within the entity and for the SPH–B, and what resources would be required, including space, personnel, and other resources.  
  • Entities proposed a timeline and strategy to implement changes that move the entity toward the school and entity goals.  
  • Entities projected, as much as possible, appointments/staffing needs accounting for retirements and proposed needs consistent with their goals. |
| MAY-JULY 2016       | **SCHOOL LEVEL OUTCOMES:**<br>The SPSC merged each document generated at the entity level into a composite school wide draft Strategic Planning Document for the mutual benefit of entities and the school. The vetting by this group is to determine that each entity’s recommendations aligned as instructed. This group worked to remove overlap and to identify and pull out emerging themes for the SPH–B. |
| JULY-AUGUST 2016    | **EXTERNAL ADVISORY COMMITTEE REVIEW:**<br>The draft Strategic Planning Document, along with the goals of the IU School of Public Health-Bloomington, and Big Bold Ideas, and Indiana University Bicentennial Strategic Plan documents was provided to the EAC. Each member of the EAC was asked to provide their comments and recommendation on how this document positions the curricular and research development of the SPH–B for the future needs within the public health education sector. |
| AUGUST 2016         | **EXTERNAL ADVISORY COMMITTEE MEETING:**<br>If needed, once the results of the external reviews are compiled by the Executive Associate Dean, there was a virtual meeting of the EAC members and the SPSC members to reconcile any inconsistencies within external recommendations of the Strategic Planning Document. |
| SEPTEMBER-OCTOBER 2016 | **FACULTY AND ENTITY LEVEL REVIEW**<br>The draft Strategic Planning Document was returned to the faculty and entities for review, and the drafting of a five-year implementation plan within the entities. |
| NOVEMBER 2016       | **EXTERNAL ADVISORY COMMITTEE REVIEW**<br>The draft Strategic Planning Document, along with the Goals of the IU School of Public Health-Bloomington, Big Bold Ideas, and Indiana University Bicentennial Strategic Plan documents was sent to the EAC. Each member of the EAC was asked to provide their comments and recommendation on how this document positions the curricular and research development of the SPH–B for the future needs within the public health education sector. The entire Dean’s Alliance and Provost’s office was also asked to do the same. |
| DECEMBER 2016       | The Strategic Planning Document is finalized by the SPSC and is sent to all faculty, Dean’s Alliance members, and Provost’s Office. The Dean stands-up the Strategic Plan Implementation Task Force to begin operationalizing the Strategic Plan in January 2017. |
Appendix E: Centers & Institutes

The SPH–B conducts and applies research and offers training to both internal and external clients. Much of this work is done through the centers, institutes and working groups, laboratories, and affiliated programs. These innovative and multidisciplinary research centers work with academic, nonprofit, and government organizations to facilitate new approaches to public health and find unique solutions to pressing health, wellness, and quality of life challenges. (IU Health-Bloomington 2016)

Below is the list of the centers, institutes and working groups, laboratories, and affiliated programs with descriptions taken from each website.

Centers

- **Bradford Woods Outdoor and Leadership Center** – Bradford Woods provides an outdoor environment providing recreational and educational opportunities for both youth and adults. (Woods 2015)
- **Center for Research on Health Disparities** – Provides information about health disparities for use by researchers and students. (Disparities 2016)
- **Center for Sexual Health Promotion** – Work toward advancing the field of sexual health through research, education, and training through collaborating with scholars locally and globally. (Promotion 2016)
- **Center for Sport Policy and Conduct** – Investigates issues concerning sport in society. (Conduct n.d.)
- **Counsilman Center for the Science of Swimming** – Conducts research to improve swimming performance. (Swimming 2016)
- **Indiana Prevention Resource Center** – Brings research and strategies to Indiana professionals in the prevention of addiction. (I. P. Center 2016)
- **National Center on Accessibility** – Promotes accessibility and inclusion for people with disabilities in parks, recreation, and tourism. (Accessibility 2016)
- **Study Design & Data Analysis Center** – Consults with clients both in and outside of Indiana University to provide expertise in biostatistics and epidemiology. (School of Public Health-Bloomington, Epidemiology and Biostatistics 2016)
- **Rural Center for AIDS/STD Prevention** – Educates the public about rural health issues focusing on HIV/STD. (Prevention 2014)
- **Wynn F. Updyke Center for Physical Activity** – Encourages people of all ages and abilities to participate in physical activity. (School of Public Health-Bloomington, Kinesiology Centers & Institutes 2016)

Institutes & Working Groups

- **Eppley Institute for Parks and Public Lands** – Partners with park, public land organizations to improve services. (Lands 2014)
- **Institute for Research on Addictive Behaviors** – Advances research on addiction to improve public health. (Behavior 2016)
- **Leisure Research Institute** – Studies leisure and recreation-related activities to support research and professional practice. (School of Public Health-Bloomington, Recreation, Park, and Tourism Studies Centers & Institutes 2016)
- **Tobacco Control and Wellness Research Working Group** – Facilitates collaborative research between faculty and graduate students in the area of alcohol/tobacco use, obesity, and health promotion. (Tobacco 2016)
Laboratories

- **Adapted Physical Education Lab** – Provides services to children with disabilities and prepares undergraduate students for working experience. (School of Public Health-Bloomington, Indiana University Adapted Physical Activity Program 2015)
- **Applied Health Behavior Research Laboratory** – Promote and facilitate research to help the Department of Applied Health Science meet its research goals. (School of Public Health-Bloomington, Applied Health Science Centers & Institutes 2016)
- **Human Performance Labs** – Conducts research to improve human health and sport performance. (Gruber 2016)
- **Industrial Hygiene Laboratory** – Conducts research on environmental factors such as chemical and biological hazards. (School of Public Health-Bloomington, Applied Health Science Centers & Institutes 2016)
- **Nutrition Science Laboratories** – Research nutrition science and provide classroom teaching and experience. (School of Public Health-Bloomington, Applied Health Science Centers & Institutes 2016)
- **Oxidative Stress Environmental Analysis Core Laboratory** – Uses established measurements to assess oxidative stress in biological samples. (School of Public Health-Bloomington, Oxidative Stress and Environmental Analysis Core 2016)
- **Underwater Science Lab** – Researches underwater resources and promotes sustainability of underwater resources. (School of Public Health-Bloomington, Kinesiology Centers & Institutes 2016)

Affiliated Programs

- **Academic Diving Program** – Trains participants to safely use scuba equipment and efficiently collect scientific data. (A. D. Program 2016)
- **Dick Enberg Distance Learning Studio** – Facilitates study of sport and sport management.
- **Executive Development Program** – Provides training and education for non-profit and public health careers. (E. D. Program 2016)
- **Great Lakes Park Training Institute** – Offers a professional training opportunity for those involved in park and public land management. (Institute n.d.)
- **Counsilman Center Indiana Swim Team (CGIST)** – Using the techniques developed by Coach Doc Counsilman, young swimmers are coached to become the best swimmer they can be. (Team 2016)
- **Institute for Outdoor Leadership and Education** – Provides programming to professional outdoor educators and instructors. (Education 2016)
- **Outdoor Pool** – Offers swimming facilities, lessons, and life guard instruction to community. (Pool 2016)
- **Royer Pool** – Indoor swimming facility for IU and Bloomington community.
- **Sports Medicine Facilities** – Provides space and training for those involved in sports medicine.
- **Tennis Center** – Supports members from Indiana University and the community in learning and improving tennis skills. (IU Center 2016)
- **Tourism Research and Education Consortium (TREC)** – Studies all aspects of tourism including economic development and improving quality of life. (School of Public Health-Bloomington, Recreation, Park, and Tourism Studies Centers & Institutes 2016)
Works Cited


Gruber, Dr. Allison, interview by Margaret Lion. 2016. Definition of Human Performance Lab (June 14).


While the transformation we’ve seen in the last five years has been substantial, we don’t see it — or our accreditation — as the end game. We see our successes as a license to have even more profound and more visible impacts on public health. It’s a license to be bolder in encouraging the rest of the public health world to pay attention to what we’re doing. The legitimacy and opportunity that comes with being who we are allows us to have a voice in shaping the future of public health. To that end, we have completed the most rigorous strategic planning process possible with an eye toward focusing and perpetuating the incredible energy we’ve generated over the last five years.

Mohammad Torabi

"The great thing in this world is not so much where we stand, as in what direction we are moving."

-Oliver Wendell Holmes
The Indiana University School of Public Health-Bloomington is reimagining public health with a bold approach that enhances and expands disease prevention. Unique in the nation, our multidisciplinary programs, history of engagement, and emerging strengths bring new energy to the traditional concept of a school of public health. With nearly 3,000 undergraduate and graduate students and more than 140 faculty in five departments, our faculty and students conduct research, learn, teach, and engage across the spectrum of health and quality of life.