Mission

The mission of the Indiana University School of Medicine Department of Public Health (IUSMDPH) Public Health Program is to improve the health of the residents of Indiana, the United States and the world through teaching/learning, research and collaborative community practice.

Goals and Objectives

The goals and objectives are attached.

Fiscal Health

During the 2009-2010 Academic Year, the Department of Public Health began its expansion that will result in its transformation into a school of public health on the IUPUI campus. As a result, the fiscal health of public health is quite strong. Revenues have increased from all major sources: institutional funds, tuition, research, and gifts. IUPUI provided base support to help establish the school. This was the first year in which development efforts were initiated to establish a base for the new school, with gifts increasing from $6000 to over $500,000. New resources are being used for faculty recruitment and student support.

Reallocation Plan

IUSM received $250,000 of reallocation funding to be used in assisting the Department of Public Health build its academic programs and position itself to achieve school status and accreditation.

In FY 2010 IUSM received an additional $750,000 toward the building the Department of Public Health into a School of Public Health.

Other Question(s)

1. Please describe faculty/staff participation in the planning process in your unit. What factors strongly influence your budget and planning priorities? Please give examples, which might include attracting and retaining undergraduates, strengthening graduate programs, building collaborative partnerships, increasing diversity in faculty and student populations.

As we develop the school of public health on the IUPUI campus, retreats have been held throughout 2009 and 2010 and continue in 2011. These retreats have produced: 1—a self-study for accreditation renewal of our public health program (a major step in developing the new school); 2—preparation for and participation in the accreditation renewal process; 3—establishing a series of task forces to establish the major components and infrastructure of the new school (e.g., promotion and tenure guidelines, school by-laws, developing a shared community, developing faculty and staff councils, etc.); and 4—developing new policies for the school. All faculty and staff who will have primary appointments in the new school are involved in these retreats. This includes faculty and staff who are currently administratively located in the School of Medicine Department of Public Health, the unit in which components of the school are being developed, as well as faculty who will move when the school is formed. These retreats are developing the plans for the new school. The school will have an Executive Committee, with faculty, staff, and student representatives, which will be responsible for budget planning. Other committees to be developed will have input, as determined by these faculty and staff task forces.

2. How do the plans within your unit align with the President’s Principles of Excellence and the Chancellor’s Guideposts? Please describe your process for integrating your unit’s plans with those of the campus.
As the school of public health on the IUPUI campus is being developed through a series of participatory venues (retreats, task forces, faculty meetings, full department (faculty and staff) meetings) these Principles and Guideposts are included in the discussions and in the documents being developed.

Principle I guides discussions about expanding public health undergraduate programs, raising admissions standards, and monitoring graduation rates.

In terms of Principle II, as the public health faculty have increased from 7 to 29, new hires have all been tenure track or tenured, with either outstanding potential to succeed in all three areas of faculty competence or with demonstrated success. Integrating faculty research into the educational programs also will improve all programs, from undergraduate through doctoral. This increase in faculty also represents greater diversity in faculty, from the disciplines in which they are trained to demographic attributes.

For Principle III, two new doctoral programs have been approved and one was implemented in the fall semester, 2010. The MPH program has added one area of expertise in the fall of 2010 (environmental health) and will add one more in the fall of 2011 (biostatistics). These are required to meet the standards for an accredited school of public health.

For Principle IV, faculty and the Department Chair have traveled to programs that are well established on the IUPUI campus—in Hidalgo, Mexico and the AMPATH program in Kenya. The latter offers many opportunities for students and faculty and has the advantage of working with the IU School of Medicine and its established programs there.

By definition, public health is all about civic engagement and economic development (Principle V). The main tenets of public health focus on healthy people and communities. A healthy workforce is one of the key factors to economic development. From the formal course work to internships at both the undergraduate and graduate levels to student and faculty research, about 70% of public health education and research takes place in the community. Health policy and management faculty and students in our developing school carry out research and community service that improve the quality of health services, expand access to these services, and improve cost effectiveness of these services.

The development of the school of public health on the IUPUI campus has expanded philanthropy on our campus, with a grant of $20 million from the Fairbanks Foundation and another grant of $1 million from the Eli Lilly Corporation Foundation (Principle VI).

Public health is experiencing rapid expansion of its education offerings in electronic formats, both in formal graduate courses and in workforce development short courses for continuing education (Principle IX).

As the school of public health is developed, every effort is being made to establish both efficient and effective administrative processes (Principle X).

For Principle XI, diversity is a priority focus of public health—in our student recruitment and admissions, throughout our academic programs, and in selection of faculty and staff.

Principle XII is and will continue to be a guidepost for internal and external constituents. Our success in attracting philanthropic dollars and in recruiting exceptional faculty document our early success in this area.

3. What longer-term trends (5-10 years) exist in your discipline/field that will affect your unit?

There is an exploding need for public health professionals at all levels, in Indiana, across the U.S., and globally. In the last three years, the number of applicants to our master’s level programs has doubled; our new doctoral programs are attracting exceptional applicants, and we are expanding our undergraduate programs to meet the need for public health professionals at the baccalaureate levels. Currently, in the U.S. the number of public health programs seeking accreditation is growing by 10-
20 per year; of the 83 accredited programs, about 25 are planning to transform themselves into schools, according to conversations with Council on Education for Public Health (CEPH) leadership. The number of schools also is expanding, as the current number is 46, but just a few years ago was only 32. In 2010 alone, 5 new programs and 3 new schools of public health were accredited by CEPH.

4. If the University experiences further budget cuts, what existing and emerging programs/initiatives in your unit will be your highest priorities?

As a developing school with a minimal budget, we cannot afford any cuts, we will endeavor to protect the meager base budget.