

Criterion X – Evaluation and Planning

Criterion X.A

The school shall have an explicit process for evaluating and monitoring its overall efforts against its mission, goals and objectives, assessing the school’s effectiveness in serving its various constituencies, and planning to achieve its mission in the future.

Expected Documentation

1. Description of evaluation procedures and planning process being used.
2. Identification of measures by which the school may evaluate the effectiveness of its evaluation and planning activities, along with data regarding the school’s performance against these measures over the last three years.
3. Assessment of the extent to which this criterion is met.

Criterion X.A – Evaluation and Planning

1. Evaluation and Planning Process

- **Strategic Planning SPH and UIC**

In 2003, SPH faculty, staff, students, alumni and other stakeholders embarked on a strategic planning process. In addition to work by a strategic planning committee with representation from all the groups above, a schoolwide strategic planning retreat was held in fall 2004, and updates were held during faculty meetings, and meetings with alumni, the advisory board, students and staff. A very detailed report was produced in the spring 2005, which guided budgetary, hiring and other strategic decisions for the school. This report was also summarized in a briefer form (available in resource file). Subsequent to the distribution of the final Strategic Plan Report, the SPH Executive Committee has served as the body that evaluates progress toward achieving the goals and acting on the recommendations of the report. At least three or four times a year, review of the strategic plan is carried out by the Executive Committee.

In fall 2005, the new university president, Joseph White, asked all three campuses to engage in strategic planning. All deans were heavily involved in the campus planning effort which was followed by strategic planning by each college. SPH has taken this opportunity to review and update the strategic plan finalized in spring 2005. This effort was led by the dean, the Executive Committee, and the Policy Council. Interim results were discussed in each division, with students, alumni, staff and the advisory board. The final strategic plan for the campus was due in June 2006 and is available in the resource file at the site visit.

- **Dean’s Advisory Board**

The Dean’s Advisory Board consists of external stakeholders representing the business community, the public health sector and alumni. The Board meets twice a year as a whole, but members work throughout the year with various divisions and faculty as advisors and resources to the school. A list of the current board is included in Appendix X.A.1.

- **Programmatic Advisory Boards**

The Maternal and Child Health program has an Advisory Committee to support faculty and staff of the Maternal and Child Health Program in achieving its mission: "to be a maternal and child health center for excellence that builds capacity in public health through science-based approaches that strengthen individuals, families, communities, and health service agencies" (see <http://www.uic.edu/sph/mch/index.htm>). The MCH Advisory Committee (MCH-AC) is composed of health and human service MCH professionals as well as from DHHS Regions V and VII, (link) public and private agencies, and the community. Professionals are multidisciplinary with backgrounds in public health, medicine, nursing, social work, nutrition, health policy, epidemiology, and

business.

The Masters in Healthcare Administration program has an advisory board largely consisting of representatives of major regional health care employers and a few alumni representatives. The board provides feedback on program content and emphasis and will conduct annual program reviews to assess the degree to which the program has accomplished its goals and also the board will provide recommendations for improvement.

The Mid America Regional Public Health Training Center has An Alumni Planning Committee that meets periodically in order to determine the future of a MARPHLI Alumni organization. A member from each of the eleven institute years is invited to participate in this planning committee. Future notes and minutes from these meetings will be posted on this web site.

- **Evaluation by Students and Alumni**

As indicated in the response to Criterion IX.D, students have several opportunities to evaluate the school and its programs. They evaluate courses each semester, evaluate their advisors (both academic and research advisors), evaluate their respective field experiences, complete an exit interview administered by the school, periodically participate in an exit survey conducted by the University of Illinois Alumni Association and participate in the reaccreditation survey. Alumni participate in the reaccreditation survey and are involved in evaluation of the CEPH self-study.

Data from the reaccreditation surveys of students and alumni have provided important evaluation of the school's programs. Overall, we feel the data justify the notion that UIC SPH participants found their education relevant to their career and were given the skills necessary to obtain positions in the field of public health. In the accreditation evaluation of the alumni, over half of the alumni respondents gave the rating of "a great deal" (highest possible rating) to, "To what extent did your first employed position after completing your last UIC SPH degree make use of the training you received at UIC SPH" (see survey results available in the resource file on site). In the accreditation evaluation of the students it asks, "If you were starting over, how likely is it that you would enroll in the UIC SPH again?" and "How likely would you be to recommend the UIC SPH to a friend?" 82% of student respondents rated the former question a four or above and 80.9% of student respondents rated the latter a four or above. Identical questions were asked to the alumni; 88.2% of alumni respondents rated the first question (likely to enroll again) a four or above and 87.7% rated the second (likely to recommend), a four or above. The notion that participants in the UIC/SPH find their education relevant to their career and are given the skills necessary to obtain employment is further legitimized in both surveys. The following is asked: "How satisfied are you with the program in terms of how well it is fulfilling/did it fulfill your main goals?" and "How satisfied are you with the program in terms of how relevant it is in preparing you for your intended career?" 79% of student respondents rated the first question a four or above and 77.5% rated the second question a four or above. When posed to the alumni, 91.6% of alumni respondents rated the first question (how well it fulfilled your main goals) a four or above

and 86.0% gave the rating of a four or above to the second (satisfaction of program relevance in preparing for career).

Further, students graduating in May 2004 participated in an Exit Survey administered by the University of Illinois Alumni Association in conjunction with the school. 71% of those who responded indicated that they were extremely positive or positive about their overall UIC experience. 76% of those in the School of Public Health rated their school experience as extremely positive (24%) or positive (51%).

2. Identification of Measures

Measures by which the school can assess the effectiveness of its evaluation and planning activities include: progress towards implementing the strategic plan, review of previous self-study goals and objectives, annual report to the Provost and breadth of participation in the planning and evaluation process.

- **Progress Towards Implementing the Strategic Plan**

As referred to above, the Executive Committee is charged with evaluating the effectiveness of the school's planning and evaluation process. The EC reviews the strategic plan and discusses and documents progress. With respect to the progress toward implementing the new strategic plan, we plan to follow a similar process as was done following 1996 strategic plan, namely a periodic review of the status of the goals and objectives highlighted in the plan.

Table X.A.2 provides the goals and objectives highlighted under Criterion I along with outcome measures and a timeline (over the next 5 academic years) for achievement of the goals. This document is the evaluation tool we will utilize to track our success at meeting our goals.

With respect to our educational/instructional mission and strategic planning efforts (both in 1996 and 2004) we have evaluated the curriculum throughout the school. To this end, we have incorporated competencies from the most recent IOM report, the Council on Linkages Between Academia and Public Health Practice, and the Association of Schools of Public Health. The main group responsible for the evaluation of curriculum and degree programs (as discussed under Criterion III) is the Committee on Educational Programs (CEP). The core MPH curriculum has been studied, changes have been made and other recommendations are being reviewed. New academic programs, the MHA and the MS in Clinical Research, have been developed in response the need and interest in healthcare administration and in training clinical researchers. Our DrPH program has been totally changed since the last self-study and is a schoolwide leadership focused professional-*doctoral program. All recommendations from CEP are presented to the Executive Committee and then the full SPH faculty for final voting. On occasion ad hoc committees are charged by either the Executive Committee or the Dean to address a particular issue. One such committee, related to our instructional mission is a doctoral degree ad hoc committee that was created to address issues regarding expansion of upper level course offerings and coordination of doctoral level educational activities.

In the area of research, in response to the strategic initiative of growing the research enterprise, SPH has made excellent progress. We have a very strong research mission and a faculty that supports that mission and have achieved great success. With increased return of indirect cost recovery dollars to SPH (an increased share of what comes to the campus is being returned to SPH and other colleges), we have built a central office of research services which serves to augment the division offices thereby increasing the pre-award grant capabilities of SPH. As our new strategic plan highlights, we continue to have research growth as a goal and this goal is augmented by the goal of promoting interdisciplinary research. Monitoring of these goals is the responsibility of the division directors, the center directors, the Senior Associate Dean, the Dean and the Executive Committee. Our annual sponsored activities report provides some of the data needed to evaluate progress towards these goals.

With respect to faculty, criteria for promotion and tenure have been enhanced and clarified and are now being utilized. With the decreased financial support of the state, we have begun to modify faculty salary lines. This is being done for two reasons, first so that we can provide competitive salary packages for new faculty, and second so that we can make the most out of the dollars we have. New faculty are not being hiring on a 100% hard money line any longer. Instead we bring tenured or tenure track faculty in with a partial hard money tenured line (between 51 and 70% usually) with the remaining percentage being a research line. Junior faculty, upon initial hire, are offered 100% funding for a two to three year period. Enhancing recruitment efforts for faculty from under-represented groups has been and continues to be a strategic priority for the school. Monitoring of these goals is the responsibility of the division directors, the Senior Associate Dean, the SPH Promotion and Tenure Committee, and the Dean.

The SPH, as is discussed in the introduction to this self-study and in the response to objectives enhancing and modifying our efforts towards working with the community. One of the goals from the last self-study was to better demonstrate our involvement; our map database of projects with the local, state, regional, national and international community has fulfilled this goal to a great degree. The development of the Naomi Morris Collaborative for Community Health Assessment and Evaluation is another outgrowth of our service goals and objectives. This Collaborative was created to be a friendly portal and venue through which community-based organizations and state and local health and human service agencies can access expertise, develop skills, and increase their capacity to design, implement and evaluate programs that will enhance the health and well-being of the populations they serve. Our new strategic plan includes evaluating and potentially expanding the activities in the Naomi Morris Collaborative as one of the objectives for public health practice and community service. Additionally, the SPH, already providing significant and varied continuing education, plans to evaluate whether centralizing some of these activities will allow for the growth in the CE offerings and an expansion of the populations served. Monitoring and evaluation of these activities are the responsibility of the units offering the CE, the CEP, the Associate Dean for Academic Affairs, and the Executive Committee.

- **Review of Previous Self-Study Goals and Objectives**

In preparation for this reaccreditation self-study and the site visit and our strategic planning efforts, the previous self-study goals and objectives were re-distributed to the academic divisions, the faculty, and some of the standing committees, including the Executive Committee. At the first executive committee extended meeting, where our planning process for the self-study was developed, there was a full scale discussion of our progress on the previous goals and objectives. Overwhelmingly, there was a sense of solid accomplishment. For those goals and objectives where progress had not been complete, a discussion ensued as to why these were not complete, whether they remained as goals and/or whether to revise them.

- **Annual Report to the Provost**

The dean is required to give an annual report to the Provost in conjunction with the annual budget hearings in which the school's objectives for the next academic year are presented along with a report on the progress made on the previous year's objectives. The budget and budget needs are also presented at this time. This report is reviewed and commented on by the Executive Committee and the full faculty before the dean meets with the Provost and is presented to the full faculty at the faculty meeting following the presentation of the report to the Provost.

- **Breadth of Participation in the Planning and Evaluation Process**

Participation in the planning and evaluation processes is widespread. As noted in the response to Criterion III, faculty, students and administration participate in the Executive Committee and thus have had considerable input into planning and evaluation.

3. Assessment

There are numerous opportunities for evaluation and planning in SPH. These opportunities engage students, faculty, staff, alumni and external stakeholders and include review of our instructional, teaching, research and public health practice and community service missions. This criterion is met.

Table X.A.2 Evaluation Plan for UIC SPH Goals and Objectives

Goals	Objectives	Outcome/metric	Frequency	AY07	AY08	AY09	AY10	AY11
I. Instructional Goals								
1) Unified Goal: Provide a high quality educational experience in an academic environment of excellence.								
1) a) Improve teaching	(a) Finalize and increase utilization of the teaching portfolio by creating an online mechanism for compiling and managing information (CEQs, peer-review evaluations of teaching, advisee feedback, etc.)	Implementation of online teaching portfolio						
	(b) Increase emphasis on faculty development.	Institutionalize annual meetings with junior faculty & periodic meetings with associate professors						
	(c) Ensure equitable distribution of teaching loads.	Finalize & implement SPH workload study outcomes						
1) b) Review and enhance curriculum	(a) Continue to evaluate the core competencies/learning objectives and make changes to core courses and other aspects of the curriculum in response to these evaluations (e.g., MPH student and graduate surveys, course evaluations and review of ASPH and other competencies for the MPH degree).	Anualize report from SPH-CEP	Annual	Ongoing				
	(b) Consider developing an undergraduate minor in Public Health.	Make decision to develop or not						
		If decision is to pursue, develop and implement						
	(c) Continue efforts in establishing new/improving existing joint degree programs.	Analyze report from Academic Affairs	Annual	Ongoing				
	(d) Develop more interdisciplinary courses that can be cross-listed with other colleges on campus (particularly with the health sciences colleges).	Analyze report from SPH-CEP	Bi-annual	Ongoing				
1) c) Provide a supportive and enriching learning environment for our students.	(a) Identify additional preceptorships and/or practica for all academic programs and (b) create a database of practica for MPH students and maintain contact with practica preceptors.	Creation of database and system for capturing and evaluating preceptorships, practica, etc.						
	(c) Identify alumni who will serve as mentors to current and graduating students.	Creation of database and system for capturing and evaluating potential alumni mentors						

Goals	Objectives	Outcome/metric	Frequency	AY07	AY08	AY09	AY10	AY11
	(d) Increase the amount of financial aid available to students.	Evaluate current status to determine appropriate percentage of increase to target		◆				
	(e) Increase MPH field placements at the local, regional and state health departments.	Upon implementation of the new data management system (DMS), evaluate placements, develop marketing strategy					◆	
1) d) Provide educational opportunities for both the public health work force in Illinois and other health care professionals.	(a) Increase the number of MPH graduates at the satellite campuses in Rockford and Peoria.	Evaluate current status and determine appropriate increase percentage for Rockford graduates and Peoria graduates.			◆			
	(b) Increase the number of public health professionals completing the new DrPH degree in Public Health Leadership.	Preliminary expectations suggest a steady-state cohort of ~40 students by AY 2011. However, we will use the current year to finalize plans and projections		◆				
	(c) Increase the number of students completing the Public Health Informatics and the Environmental Health Informatics Certificate programs.	PHI Certificate currently projected at a steady-state of 30, EHI @ 10; will analyze projections and finalize during this year		◆				
	(d) Increase the number of professionals completing the new MHA degree program.	Follow MHA plan.			◆			
	(e) Increase the number of continuing education courses completed by public health workers.	Centralize the management of information for all CE offerings to determine appropriate increase				◆		
2. Programmatic Goals								
2) a) Increase faculty capacity (through use of clinical and research lines) in targeted areas.	(a) Enhance linkages with public health and community organizations and agencies to facilitate classroom instruction and field experiences, and field practica.	Upon implementation of the new data management system (DMS), evaluate placements, develop marketing strategy			◆			
	(b) Expand the breadth of faculty through the continued use of adjunct faculty and clinical and research lines.	Target hiring across the breadth of the PH spectrum	Annual	Ongoing				
	(c) Increase faculty capacity in community-based participatory research methodologies involving the socio-behavioral sciences and in health communication, from interpersonal to mass media and new technologies.	Target hiring across the breadth of the PH spectrum; provide opportunities for exposure to (conferences/workshops) and training in CBPR methodologies	Annual	Ongoing				

Goals	Objectives	Outcome/metric	Frequency	AY07	AY08	AY09	AY10	AY11
2) b) Enhance specific curriculum.	(a) Graduate students who are leaders engaged in a variety of activities including project administration, planning and evaluation, policy development and advocacy. (b) Develop and teach new high-level courses in the health education/promotion and gerontology curriculum. (c) Continue and expand the MCH epidemiology program at the MPH and PhD levels and obtain a doctoral training grant to support the PhD students. (d) Create specialized tracks for the MS and PhD programs in Epidemiology such as infectious disease, cancer, environmental/occupational health and genetics.	Using new DMS, measure progress via data from exit interviews and alumni surveys	Annual (exit surveys) and Periodic (alumni surveys)	Ongoing		◆		
2) c) Work with Institute for Environmental Science and Policy on implementing a graduate environmental concentration with other units.	a) Encourage students to identify areas of concentration through the IESP graduate environmental concentration. (b) Identify faculty to serve on committees and mentor students from other UIC colleges enrolled in the environmental concentration.		Ongoing		◆	◆		
2) d) Collaboratively develop an injury prevention concentration, through building research and tenure track faculty	(a) Hire additional faculty with expertise in safety and injury epidemiology and develop new cross-listed courses in these areas.		Ongoing			◆		
2) e) Work across divisions and colleges to develop global health and environmental justice capacity.	(a) Increase course content that addresses global health and environmental justice.				◆	◆	◆	
2) f) Rationalize and strengthen our health policy curricula	(a) Fully implement the new MPH in public health policy and management. (b) Implement the new MS in clinical research.			◆				
				◆				

Goals	Objectives	Outcome/metric	Frequency	AY07	AY08	AY09	AY10	AY11
	(c)Develop four new PhD tracks in HPA, including one in health services research.					◆	◆	
II. Research Goals								
Support a full spectrum of research activities, from basic research to applied practice and intervention effectiveness, as a major driver of curriculum expertise, resource development, faculty and student recruitment, and School reputation.								
1. Unified Goal: Support a scientifically rigorous program of public health research which includes both applied and theoretical emphases.								
1) a) Support campus goal of achieving AAU status.	(a) Increase research and training grant proposal submissions and the proportion of submissions to federal agencies.	By 10%/year for the next 5 years						◆
	(b) Maintain the number of doctoral students and increase postdoctoral fellows.	Increase fellows by 30% over the next 5 years						◆
	(c) Support faculty participation on important national committees; encourage faculty competition for and/or nominate faculty for appropriate awards and prizes.	Establish a fund to support this from ICR and use DMS for track and manage information			◆			
	(d) Increase support for faculty proposal preparation.	Expand the services provided by the SPH Office of Research Services (ORS)		◆				
1) b) Promote interdisciplinary research.	(a) Encourage research centers administered by SPH to continue and increase collaboration with other campus units.	Analyze the number of new collaborations each year and adjust plans, when and if necessary	Annual	Ongoing				
	(b) Use the database of faculty research and community service efforts to generate reports for distribution to other units on campus promoting the development of new research and/or service partnerships.	Create user-friendly faculty and unit productivity reports for distribution			◆			
	(c) Continue contributing to campus interdisciplinary research efforts through multiple avenues, for example the Research Advisory Council.	Continued participation	Ongoing					
2. Programmatic Goals								
2) a) Enhance and increase research in health education and promotion, maternal and child health and gerontology	(a) Provide leadership on campus through the Center for Health Behavior Research, the Health Promotion and Disease Prevention Research Center, and the Center for Research on Health and Aging of the Institute for Health and Policy Research to foster funded research activities.	Increased collaborative research projects in health behavior, health promotion and gerontology.	Ongoing					

Goals	Objectives	Outcome/metric	Frequency	AY07	AY08	AY09	AY10	AY11
	(b) Jointly plan research projects and/or grant applications through linkages with public health and other community organizations utilizing community-based participatory research methodologies.	Review current status; Establish fund from ICR & use expanded SPH ORS infrastructure to increase activity appropriately over the next 5 years			◆			
2) b) (1) Continue to increase funding resources for students and post-doctoral research fellows.	(a) Increase training grants to support doctoral and post-doctoral training across all disciplines,	II. Research Goals. 1) a) above						
	(b) Increase the number of NIOSH-funded graduate training programs within the SPH Educational Resource Center.	Analysis in progress						
	(c) Increase extramural research support for graduate students studying occupational and environmental health	Analysis in progress						
2) c) (1) Continue and strengthen research collaboration across SPH, UIC and other health related universities and organizations.	(a) Increase the number of joint grant applications, extramurally funded research projects and co-authored peer reviewed publications.	Evaluate current status to determine appropriate increase over the next 5 years			◆			
	(b) Foster and identify support for research conferences and seminars that facilitate collaborative research projects within our strategic areas of focus.	Use ICR fund established for scholarly research efforts			◆			
2) d), e) and f) Enhancing research productivity in targeted areas	a) Increase the number of grant applications in occupational safety, injury epidemiology, and global health and environmental justice. b) Expand the Quantitative Biomedical Sciences Program to support biomedical research at UIC. c) Strengthen health services research capabilities.	a) evaluate current status to determine appropriate increase over the next 5 years; b) use SPH EORS to support ongoing efforts within SPH and QC to expand capacity in biomedical research campus-wide			◆			

III. Research and Instructional Goals (benefits both domains)

1. Unified Goal: Recruit and retain leading-edge faculty and high-quality students, and engage alumni to create a diverse and dynamic learning community that is committed to excellence.

1) a) Select and retain well qualified faculty.	(a) Successfully recruit top faculty.	Evaluate fac search efforts and outcomes; review faculty salaries for compression and inequities	Annual	Ongoing				
	(b) Continue to work with other units on campus to enhance our faculty through multidisciplinary opportunistic hires.							

Goals	Objectives	Outcome/metric	Frequency	AY07	AY08	AY09	AY10	AY11
1) b) Increase diversity among students and faculty	(c) Continue to work on providing competitive salaries		Annual	Ongoing				
	(a) Continue to enhance the school's relationships with communities of underrepresented minorities through the Office of Urban Health and Diversity Programs (UHDP). b) Continue identification of prospective students through UHDP's pipeline programs. c) Develop and implement new strategies to recruit, financially support and retain students from diverse backgrounds.	Review UHDP report and set goals, analyze progress toward goals; make adjustments where necessary	Annual	Ongoing				
	(d) Give consideration in all faculty hires to increasing the proportion of underrepresented minorities. Actively recruit minority candidates in all searches.	Evaluate faculty search efforts and outcomes; update minority candidate sources	Annual	Ongoing				
	(e) In conjunction with the campus ensure that solid faculty retention efforts are made for faculty from underrepresented minorities	Institutionalize annual meetings with junior faculty & periodic meetings with associate professors with special focus on needs of minority faculty	Annual	Ongoing				

IV. Public Health Practice and Community Service Goals
 Serve our community partners and support initiatives that impact targeted community needs and provide leadership that contributes to the formulation of public health policy and the practice of public health at the local, state, regional and national levels and globally.

1. Unified Goals: Support linkages and collaborations with communities and public health agencies and through those linkages contribute to the formulation of public health policy.

1) a) Increase links to communities.	(a) Continue to increase linkages with grass-roots and community-based organizations.	Evaluate current status to determine appropriate increase over the next 5 years			◆			
	(b) Support and participate in the campus's Great Cities Initiative, which focuses on interdisciplinary applied research in the greater Chicago community.	Evaluate breadth of SPH sponsored activity and its alignment with GC mission					◆	
	(c) Continue and expand efforts to provide technical assistance to community-based public health related organizations.	Evaluate current status to determine appropriate increase over the next 5 years			◆			
1) b) Increase links to governmental agencies.	(a) Increase mutual education, work/study and research opportunities with local and regional health departments.	Evaluate current status to determine appropriate increase over the next 5 years					◆	

Goals	Objectives	Outcome/metric	Frequency	AY07	AY08	AY09	AY10	AY11
	(b) Increase research, training, technical assistance and service opportunities with relevant government agencies such as, the Environmental Protection Agency, the Illinois Department of Human Services (Medicaid) and the U.S. Department of Health and Human Services.	Evaluate current status to determine appropriate increase over the next 5 years				◆		
	(c) Continue working with the Institute for Government and Public Affairs (IGPA) to improve public health policy.	Review current activity; set goals and evaluate	Annual					
2. Programmatic Goals								
2) a) Continue and strengthen involvement in public health work force education, in providing technical assistance, and in conducting research with community health agencies.	(a) Continue to provide professional education for public health workers in the region/state.	Centralize the management of information for all CE offerings to determine appropriate level of service				◆		
	(b) Expand the activities of the Naomi Morris Collaborative for Assessment and Evaluation to meet the needs of community and public health agencies for evaluation and assessment support.	Analysis in progress		◆				
	c) Continue to involve national, state, community and local agencies as partners in aging and health promotion research, and develop an international presence in this area.							
2) b) Continue to strengthen opportunities for hands-on experiences at federal, state and local governmental agencies as well as nongovernmental organizations (NGOs).	(a) Develop additional summer opportunities for students at the local, state, national and international level at agencies such Occupational Safety and Health Administration, Housing and Urban Development, Environmental Protection Agency, and the Illinois Department of Public Health.	Upon implementation of the new data management system (DMS), evaluate placements, develop marketing strategy					◆	
	(b) Encourage volunteer opportunities in NGOs.	Use listserv postings and general information sessions	Annual	Ongoing				
	(c) Strengthen and expand the Epidemiology Student Corps.	Review current status; complete needs assessment with local and state HDs		◆				

Goals	Objectives	Outcome/metric	Frequency	AY07	AY08	AY09	AY10	AY11
2) c) Provide leadership in public service to the campus, the community, and government agencies in solving public health policy and health services problems.	(a) Increase the impact of our service on governmental policies and b) Increase collaboration with other campus units.	Define impact by measures such as participation in the development of policy; service on policy making committees; developing information briefings			◆			
V. Strengthen Infrastructure/Organizational Support Goals								
1. Unified Goal: Strengthen the infrastructure and the organizational support for the SPH mission.								
1) a) Foster a supportive organizational culture. Promote a participatory organizational culture, and systems that foster collegiality, equity, responsiveness and accountability.	(a) Achieve greater integration of UIC SPH functions and a more interdisciplinary approach within the school and with other units of the university.	SPH EC to review activity and determine effectiveness; propose modifications to the current approach			◆			
	(b) Enhance organizational arrangements and policies that permit expansion of programs to reflect emerging and ongoing health issues, including health disparities and global health.	Modify procedures to increase flexibility & reduce response time			◆			
	(c) Create recognition and reward mechanisms that are aligned with strategic directions and continuing priorities of the school; enhance productivity and achieve an effective balance between teaching, research and community service.	Develop an awards program		◆				
	(d) Improve management systems that capture, track and report critical information; support strategic and key operational functions for research and resource development; and engage and organize expertise required for effective problem solving and strategy implementation.	Complete and implement new DMS			◆			

Goals	Objectives	Outcome/metric	Frequency	AY07	AY08	AY09	AY10	AY11
1) b) Promote a stimulating intellectual environment throughout the school.	a) Continue to use the University Hour to provide opportunities for seminars and b) continue the SPH Distinguished Lecture as the initial Dean's Forum each academic year.		Annual	Ongoing				
	(c) Institutionalize an annual SPH Student Research and Awards Day	Provide permanent funding		◆				
	(d) Increase schoolwide participation in student MPH capstone presentations, and student thesis and dissertation oral presentations.	Increase and diversity communication		◆				
	2) a) Continue to upgrade laboratory space through planned campus infrastructure development.	(a) Revise & resubmit capital request for laboratory infrastructure upgrade through improvements in existing laboratories.	Submit of new repair and renovation request		◆			
(b) Develop capital request plans for construction of a new SPH building that can incorporate laboratory space.		Submit new capital request (possibly through IBOH)		◆				