



**SCHOOL OF
PUBLIC HEALTH**

**STRATEGIC PLAN
2005-2010**

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INTRODUCTION

The Ohio State University (OSU) School of Public Health (SPH) was created by the merger of the former Department of Preventive Medicine and the Division of Health Services Management and Policy on July 1, 1995 by approval of the University Board of Trustees. On July 1, 2004, the School formally became a freestanding academic unit with the Dean of the School of Public Health reporting directly to the Executive Vice President and Provost of the University. The School is now in the process of obtaining the University's approval to become a College.

The School currently has four academic divisions: Environmental Health Sciences, Epidemiology and Biostatistics, Health Behavior and Health Promotion, and Health Services Management and Policy. The School also houses several academic centers and programs, including the Center for Health Outcomes, Policy and Evaluation Studies (HOPES), and the Office of Workforce Development, which includes the Pennsylvania and Ohio Public Health Training Center (POPHTC) and Center for Public Health Preparedness. The School is also closely associated with the OSU Center for Biostatistics.

As a relatively young academic unit, the OSU School of Public Health has grown steadily. As of Autumn Quarter 2004, the School has 240 students and 27 faculty members. The School's Master of Health Administration program is ranked among the best in the country by the US News and World Report (No. 14 in 2003-2004).

As the only accredited School of Public Health in Ohio, this is an exciting time for the OSU School of Public Health. The challenge for the School is not only to embark on a growth trajectory to meet the increasing needs for public health professionals in Ohio and the nation, but also to continuously improve the quality of the research, education and service of the School.

In September 2004, the Executive Committee of the School appointed a committee to review and examine the strategic directions and priorities of the School and to draft the School's Strategic Plan for 2005-2010. The Strategic Planning Committee consists of 8 faculty and staff members, assisted by an external facilitator.

The strategic planning committee has revisited the School's mission, vision and core values. Through personal interviews, on-line surveys, focus groups, and benchmark studies, the committee engaged the broad constituencies of the School in the discussion of its future direction as well as the strategic choices facing the School. The resulting Strategic Plan for 2005-2010 reflects the general consensus on the vision and mission of the School as well as the strategies for achieving the School's vision.

PLANNING CONTEXT

Strategic planning is a dynamic process and changes in the environment require that the organization react accordingly to stay competitive and viable. Emerging trends in recent years may require the School of Public Health (SPH) to make adjustments to its strategic goals, its strategies in achieving these goals, and the setting of organizational priorities.

SPH is a freestanding academic unit

First and foremost, the School of Public Health is now a freestanding academic unit within the Ohio State University. The Dean of the School, who previously reported to the Dean of Medicine, now reports directly to the Provost and Executive Vice President of the University. The School is also in the process of requesting the support and approval from the University to change its status from School to College. By becoming an independent academic unit, SPH not only meets the Council on Education for Public Health's requirement for accreditation, but more importantly gains newfound autonomy in making decisions.

SPH is presented with opportunities to grow

Ever since its inception in 1995, the School of Public Health has grown steadily. In recent years, changes both within and outside of the University have presented the School with more opportunities to grow its academic programs.

According to the Centers for Medicare and Medicaid Services, the country's national health care expenditure is projected to grow from \$1,779 billion in 2004 to \$3,080 billion by 2012, a growth of more than 73% in 8 years (Source: Statistical Abstract of the United States, 2004). Such a rapid growth in national health expenditure is likely to drive the growth of health-related sectors and subsequently

the needs for public health and health management professionals. Partially reflecting this trend, applications for admission to public health majors increased 50.9% in the last 10 years from 1993 to 2003 (Source: ASPH 2003 Data Report), and this trend is likely to continue for the foreseeable future.

The internal environment at the Ohio State University is also a facilitating factor for positive changes in the School of Public Health. The University's Academic Plan calls for concerted efforts to make the Ohio State University "recognized worldwide for the quality and impact of its research, teaching, and service. Our students will be able to learn and to advance knowledge in all areas. As a 21st century land-grant university, The Ohio State University will set the standard for the creation and dissemination of knowledge in service to its communities, state, nation, and the world. Our faculty, students, and staff will be among the best in the nation."

To support the attainment of the University's Academic Plan goals, the School, like all other academic units at the University, is encouraged to build a world-class faculty; develop academic programs that define Ohio State as the nation's leading public Land-Grant university; improve the quality of the teaching and learning environment; enhance and better serve the student population; and create a more diverse university community.

In 2002, the Ohio State University began the implementation of a system-wide budget restructuring process in support of the Academic Plan. This budget model reallocates new resources according to Academic Plan priorities as well as academic unit performance. Academic units that make positive additional contributions are now positioned to retain more resources for program support. This restructuring provides more local control of the budget process and creates an incentive for program growth.

Competition for resources and recognition

While there are many favorable conditions that may facilitate the School's growth, there are also limiting factors that need to be addressed. Notably, state support for public higher education has been in decline over the last 10 years. The unfavorable budget situation at the state level often translates into budget cuts to state college campuses. Decreased state support puts pressure on the School to diversify sources of revenue and to generate more resources from research and services.

Nationally, there is intense competition among public health programs for quality faculty and students, research dollars, and academic reputation. The School must carefully plan and effectively implement its strategic plan in order to successfully compete in this crowded field and be counted as one of the best.

STRATEGIC PLANNING PROCESS

A successful strategic plan depends on the active involvement of the stakeholders. The buy-in from key stakeholder groups of the mission, vision, goals, strategies, and tactics to achieve the strategic plan is essential to the plan's effective implementation. In drafting the strategic plan, the School of Public Health engaged faculty, staff, students, and community leaders broadly in its strategic planning process through personal interviews, web-based surveys, focus groups, and benchmarking studies.

The Executive Committee of the School appointed a Strategic Planning Committee consisting of 8 faculty and staff members to lead the strategic planning effort. An external facilitator from the Strategic Planning Office of the OSU Medical Center assisted the Committee. The strategic planning process at the Ohio State University School of Public Health consists of the following components:

Performing an Environmental Scan

An environmental scan is a systematic examination of the environmental factors that may influence the course of action resulting from the School's planning efforts. Typically, an environmental scan includes the evaluation of both internal and external environments. Internal scanning focuses on identifying the School's strengths and weaknesses and external scanning reveals opportunities and threats. Based on input from the faculty retreat, constituency surveys, and personal interviews, a profile of the strengths, weaknesses, opportunities, and threats (SWOT) of the School of Public Health was generated.

The SWOT analysis provides the information to help understand the fundamentals of the School's key resources: finance, capital, technology, human resources, and organizational process. It also helps identify the School's core competencies — the specific strategic strengths, combinations of skills, and processes and knowledge

that help position SPH for strategic growth. The goal of the analysis is to develop a set of strategies that match the School's strengths with opportunities and to locate solutions to minimize the School's vulnerability to external threats and internal weaknesses.

Reaching a Consensus on Mission, Vision, and Core Values

The mission and vision statements convey an organization's fundamental purpose and forward-looking objectives. The core values are operating principles that reflect deeply held ideals of the organization and its constituencies.

Based on survey results and in-depth discussions, the Strategic Planning Committee reached a consensus on (1) a mission statement that describes the overall purpose of the School; (2) a vision statement that outlines an exciting future for the School; and (3) a set of core values of the School.

Setting Strategic Goals

Guided by the analysis of strategic opportunities, a self-assessment of strengths and the School's vision and mission, the planning committee identified a set of strategic goals. These goals will serve as the guide to set performance targets for major program areas. In principle, goals are designed and worded to be specific and measurable as well as realistic and timely. Goals should help extend the capabilities of those working to achieve them.

Formulating Strategies

Closely associated with the setting of strategic goals is the identification and articulation of a set of strategic initiatives to achieve the targeted performance. The planning committee proposed a set of strategies and tactics to support each of the strategic goals identified. These strategic initiatives reflect the School's vision and its overall positional strategy for competition. The strategies are linked directly to the key driving forces that will propel the School's move towards its goals.

Generating an Implementation Plan

Goals and strategic initiatives must be translated into a set of specific, disciplined, and time-sensitive actions. Collectively, these actionable items form the implementation plan. The implementation plan should identify priorities and allocate resources to support them. One of the inherent rationales for strategic planning is the realization that organizations are constrained by limited resources. Thinking strategically means setting priorities and making decisions that may have trade-offs.

The planning committee proposed an implementation plan that outlines the specific actions to be carried out within a given timeframe. It includes the assignment of

personal responsibility to each action item. It specifies methods to monitor and evaluate the plan so that senior leaders are able to know who has done what and by when. It is also indicate what level of resource might be needed to support the implementation effort.

Instituting Performance Tracking

The implementation of the strategies must be monitored and timely adjustments need to be made. Successful strategic planning depends on effective implementation, which must include a systematic performance tracking mechanism. The planning committee believed that a tracking mechanism such as a balanced scorecard should be developed to include a set of performance indicators addressing various aspects of the School's operation, benchmarking against the performance of its peer schools.

Strategic goals and priorities derived from the strategic planning process will help inform the performance scorecard design and tracking process. What gets measured gets done. Performance tracking should include the selection of a set of indicators, definition of the parameters to be measured, identification of the target values for those parameters, comparison of measured results to the target values and to performance level of benchmark schools.

Each indicator in the Performance Scorecard should have drill-down data to divisional level performance to enhance accountability. Performance data should be compared to historical trend, performance targets, or benchmark norms.

Conducting Annual Review

Strategic planning is a dynamic process and modifications to the plan are critical when original assumptions are proved to be inaccurate or there are changes in the environments. Even the best-made strategic plan requires constant review and updates. The planning committee recommended that the Executive Committee of the School conduct an annual review of planning assumptions, organizational vision and objectives, and strategic priorities to keep pace with changes internally and externally.

MISSION, VISION, AND CORE VALUES

Mission

The Ohio State University School of Public Health exists for the improvement of the health of the public through the creation, dissemination, and application of knowledge. It prepares students for the challenges of leadership and service in public health and related professions, adds to knowledge through basic and applied research, and serves in the tradition of land-grant universities.

Vision

To make a difference in the health of the public by advancing knowledge through multidisciplinary research and education and by reaching out with knowledge, service and leadership to Ohio and the world.

Core Values

Quality Learning Experience — Educating women and men to be effective practitioners and professionals to improve the public's health status. Student interests, educational and professional development needs, and outcomes of the educational process are cherished and protected.

Pursuit of New Knowledge — Producing and disseminating new knowledge applicable to the School's mission. Encouragement, support, and recognition are also values maintained to sustain the efforts required to pursue new knowledge.

Respect and Support for Diversity — Integrating and respecting students, staff, and faculty with diverse ethnic, racial, religious, and ideological backgrounds.

Interdisciplinary Collaboration — Stimulating and expanding collaboration between and among the health sciences, particularly public health and medicine, as well as public and private sector organizations to attain better understanding of the mechanisms for improving the public's health status.

Equality of Health Access — Supporting policies and programs in the public and private sectors that facilitate equal access to health care services and equal opportunities to achieve maximum possible health outcomes.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, & THREATS

Strengths

As Ohio's only accredited School of Public Health, the School has the reputation and ability to attract students within and outside of Ohio. The accreditation status also allows the School to compete for ASPH and CDC funding – an advantage that accredited programs and non-accredited schools do not enjoy.

The School's faculty has an established track record in collaborative and multidisciplinary research – with both publication and funded research showing a trend of healthy growth.

The School's faculty is known for their emphasis on classroom teaching. Students perceive the School's multidisciplinary curriculum, ample opportunities for student field experience, and outreach to the public health workforce as key strengths of the academic programs.

The School is located in the state capital, which facilitates the collaboration between the School and the health departments of the State of Ohio and the City of Columbus. In the community, there are many potential partners for collaboration, and students are encouraged to participate in service and outreach activities through their organizations, SPHERE and ACHE.

The School's Health Services Administration (Master's) program is ranked in the top 15 by the US News and World Report.

Weaknesses

One of the most mentioned weaknesses of the School is its lack of national visibility and reputation. The School has yet to establish a sizable faculty with a high level of research, education, and service activities to attract the attention and respect that most well-established programs currently enjoy.

The School is financially constrained, with both declining state support and low research funding limiting its ability to grow.

The academic divisions and administrative offices of the School are currently located in multiple buildings across the campus. This significantly limits interaction and collaboration among faculty and students. Teaching space and facilities are not in the ideal condition to attract high caliber students.

Students have expressed dissatisfaction with curriculum design and vigor in several program areas and with the lack of response to make changes. They are also dissatisfied with the level of financial assistance for graduate studies, especially for students in doctoral programs.

Faculty involvement in public service and outreach is not an integral part of the School's culture. There is a strong perception among public health professionals that many faculty are too deeply entrenched in their "Ivory Tower" to pay attention to outreach and service commitments.

Opportunities

The most significant opportunity is the increasing demand for public health professionals. Population growth, especially in the group who are age 60 and above, will increase the need for greater public health resources. Other opportunities such as the high incidence of obesity and diabetes, the threat of large-scale bio-terrorism, and the internationalization of infectious diseases such as SARS are all driving forces for the expansion of public health research, education, and service.

The Ohio State University hosts one of the most comprehensive life sciences campuses in the country, with medicine, veterinary medicine, pharmacy, nursing, biomedical and biological sciences all clustered around the School of Public Health. The opportunity for collaborative research, education, and service is abundant.

The School has many untapped opportunities to expand academic program offerings that meet the different needs of students, including an MPH-MBA combined degree program, an MPH with a specialization in Clinical Investigation, and a new degree program such as a Dr. PH. Executive education, continuing education, and on-line training programs are all viable options to pursue.

The School is also in a favorable position to expand into undergraduate education. As one of the largest campuses in the country in student enrollment, with a sizable health sciences student population, the School's undergraduate minor and major programs have a vast internal market.

The State of Ohio and the City of Columbus have strong health departments that are supportive of the School's mission and vision. The relationships between the School and public health agencies are cordial and there is significant opportunity for broader engagement and cooperation in public health outreach, research, and training.

Threats

As a School with a relatively short history, the School is facing intense competition with well-established programs around the country. The gaps in funding, student enrollment, and faculty resources between OSU SPH and the top-tier schools of public health are significant.

With government deficit problems at both the federal and the state level, government support for higher education has been in decline. The School's growth is dependent on diversifying funding sources and developing higher capability to expand its research operation.

With growing student enrollment in public health, there is a greater demand for public health faculty. The recruitment of new faculty, especially those who fit with the School's strategic focuses, is becoming more difficult.

The other public health programs in Ohio offer alternative education opportunities. OSU's status as the only accredited school of public health in Ohio, while affording the School the opportunity to pursue certain restricted funding, has yet to offer tangible benefits in recruiting and placing students.

STRATEGIC GOALS

The Strategic Planning Committee recommends that the School of Public Health pursue the following strategic goals:

- Enhance OSU SPH's reputation as a national leader in public health research, education, and service.
- Grow a dynamic and productive faculty.
- Foster innovative and high quality interdisciplinary research.
- Build strong and growing academic programs that attract high caliber students and provide quality learning experience.
- Promote diversity.
- Promote outreach and public service.
- Expand resources to support continuous growth.

STRATEGIC INITIATIVES AND TACTICS

Goal 1: Enhance OSU School of Public Health's reputation as a national leader in public health research, education, and service

Strategic Initiative 1:

- Utilize communications and marketing tools to effectively enhance OSU SPH's image and visibility nationally.

Tactics:

- Hire a full-time staff to direct communications and marketing efforts.
- Overhaul the design of SPH's website, improve contents, and ensure timely updates.
- Send Annual Reports with emphasis on accomplishments to deans and chairs of all accredited SPH, legislators, state and regional agency leaders, and other opinion leaders.
- Develop electronic newsletters to faculty, staff, and students with emphasis on communicating key changes within the School.
- Plan a nationwide "branding" campaign to be implemented within 2-3 years.

Strategic Initiative 2:

- Recognize the faculty's contribution and encourage their involvement in enhancing the SPH's reputation.

Tactics:

- Encourage and make available funding support for faculty paper presentations in major academic conferences.
- Invest in the recruitment of 2-3 "star" faculty who have accomplished research and publication records, especially in fields that SPH wants to establish national prominence.
- Recognize best achievers in research funding, publication, and classroom teaching at school faculty and staff functions.
- Encourage and provide ways for faculty to serve on journal editorial boards and NIH, CDC, DHHS, and other national review committees.
- Host a national and a statewide conference on pressing public health issues, rotating with a two-year schedule.
- Actively promote SPH faculty nationally for recognition of achievements.

Goal 2: Grow a dynamic and productive faculty

Strategic Initiative 1:

- Grow faculty in all academic areas to establish a critical mass to enable program expansion and sustainable growth.

Tactics:

- Recruit division chairs to fill all academic leadership positions, including: Biostatistics, Environmental Health Sciences, Epidemiology, Health Services, Management, and Policy, and Director of HOPES.
- Recruit tenure-track and research-track faculty to ensure that each division has at least 10 faculty FTEs by 2008 to meet the requirement for an academic department.
- Invest in the recruitment of 2-3 "star" faculty who have accomplished research and publication records, especially in fields that SPH wants to establish national prominence.

Strategic Initiative 2:

- Use a fair and generous incentive structure and mentoring system to attract and retain productive faculty.

Tactics:

- Develop and implement an incentive structure that links performance expectations directly with rewards – a faculty productivity expectation system.
- Perform an annual review of incentive structure implementation to ensure that desirable outcomes are achieved.
- Explore alternative approach to benchmark faculty productivity with due consideration to disciplinary differences in research, teaching, and service efforts.
- Offer new faculty a competitive start-up package.
- Institute a mentoring system to encourage collaboration between established and starting faculty, with incentives for senior faculty to get involved.

Goal 3: Foster innovative and high quality interdisciplinary research

Strategic Initiative 1:

- Encourage and facilitate collaborative research and leverage multidisciplinary resources at the Ohio State campus.

Tactics:

- Strengthen research grant facilitation capacity to provide infrastructure support to grant-writing, budgeting, maintenance of funded projects, and assistance in interdisciplinary grant opportunities
- Increase faculty awareness of grant facilitation support services available.
- Encourage each faculty to present at least one research seminar per year and announce it to all health sciences colleges.
- Ensure the inclusion of SPH faculty publication and grant records in OSURF's Expertise database and OSU's Knowledge Bank.
- Locate all academic divisions to a single building in about 2 years (by June 2007).

Strategic Initiative 2:

- Institute a system of support that promotes innovative and high-impact research and collaboration.

Tactics:

- Based on careful analysis of external and internal data and a broad consultation with stakeholders, within one year (by January 2006), identify one or two academic areas to receive more resources to grow at a faster rate in order to establish early national prominence.
- Institute a competitive, peer-reviewed process to award one full-quarter release time for faculty to develop a highly innovative or high-impact research project with real potential for substantial external funding.
- Give prominent space to highlight faculty research in annual report to the stakeholders.

Goal 4: Build strong and growing academic programs that attract high caliber students and provide quality learning experience

Strategic Initiative 1:

- Grow academic programs continuously to meet the needs of students and the public health community.

Tactics:

- Leverage existing strengths of academic programs at OSU to develop new degree options: MPH-Vet Med and MPH-Clinical Investigation track.
- Create a Dr. PH program.
- Pursue executive education opportunities such as Executive MPH in Biostatistics or Executive MHA in Health Services Management and Policy.
- Establish undergraduate minor and major in Public Health.
- Establish graduate minor or specialization in Public Health.

Strategic Initiative 2:

- Implement a coordinated effort to expand student enrollment.

Tactics:

- Increase overall enrollment 10% each year for the next 10 years – doubling graduate student enrollment by academic year 2010-2011.
- Increase the share of doctoral student enrollment from the current 11% to 25% by 2009 – to align with the average of peer institutions.
- Strengthen admissions / recruitment capacity by increasing student recruitment budget and resources 15% over the next 5 years.
- Develop and implement an aggressive student recruitment campaign to reach out to students in and around Ohio.
- Increase total financial support to students by 12% each year over the next 5 years.

Strategic Initiative 3:

- Provide a quality learning experience for students.

Tactics:

- Strengthen the Office of Public Health Practices to include career and placement services.
- Increase student involvement in faculty research by increasing funded GRA positions by 3-4 50% positions each year over the next five years.
- Give placement priority to SPH students in research and service projects at the Center for HOPES and the Office of Workforce Development.
- Establish a fund to support graduate student travel to present research papers at national and regional conferences.
- Improve access to faculty and quality of student advising.
- Maintain a faculty-to-student ratio that is better than the average of all accredited Schools of Public Health.
- Institute entering and graduating student web-based surveys and communicate findings to the leadership for continuous program improvement.

Strategic Initiative 4:

- Review and improve public health curriculum to better serve students and the public health community.

Tactics:

- Conduct a major review of the PEP curriculum to address delivery and quality issues.
- Revise and set standards for learning objectives and competencies for all degree programs and specializations.
- Ensure that faculty are fully informed about course contents and sequence to better serve the needs of students.
- Develop a curriculum in public health preparedness that sets the standard for the field.
- Develop undergraduate public health minor and major curricula that become a model for other schools of public health.
- Develop Executive MPH or MHA curriculum.

Goal 5: Promote diversity

Strategic Initiative:

- Develop and institute a systematic approach to promote diversity in the classroom and in the workplace.

Tactics:

- Ensure student recruitment and retention efforts emphasize diversity objectives – with 12% increase in minority student support each year.
- Strongly encourage female and under-represented minority group candidates to apply for faculty or faculty leadership positions.
- Protect and encourage the diversity of opinions and perspectives in the pursuit of knowledge and discoveries.
- Ensure divisional representation at the “Diversity Enhancement Committee”.
- Implement an education and communication process to promote diversity.

Goal 6: Promote outreach and public service

Strategic Initiative:

- Build strong relationships with external constituents and increase SPH's visibility in public service efforts.

Tactics:

- Give public recognition for faculty involvement in community public health events through newsletters and school functions.
- Place SPH faculty into advisory positions at state and regional public health agencies and associations and build relationships with public health leaders.
- Provide media relationship coaching to faculty and encourage them to speak to media regarding public health issues and concerns.
- Encourage, actively assist, and provide incentives to faculty to serve on journal editorial boards and national review committees.
- Encourage faculty to pursue state and local research and consulting contracts.
- Establish annual "Champions of Public Health" award to 2-3 individuals in the state of Ohio for their distinguished contributions to public health causes such as in community activities, public policy making, and service involvement.

Goal 7: Expand resources to support continuous growth

Strategic Initiative 1:

- Grow academic programs to increase resources from traditional sources (tuition and state support).

Tactics:

- Increase overall enrollment 10% each year for the next 10 years.
- Create degree options that build on the strengths of other OSU academic programs, such as MPH-Vet Med and MPH-Clinical Investigation.
- Create a Dr. PH program.
- Pursue executive education opportunities such as Executive MPH in Biostatistics or Executive MHA in Health Services Management and Policy.
- Establish undergraduate minor and major in Public Health.
- Establish graduate minor or specialization in Public Health.

Strategic Initiative 2:

- Diversify revenue sources through expanded funded research.

Tactics:

- Develop and implement an incentive structure that links performance expectations directly with rewards — with due consideration for research, teaching, and service efforts.
- Develop an economic model to evaluate revenue streams from various sources and to analyze the cost structure to assist budgetary decisions.
- Institute a research-faculty track to allow concentration in funded research.
- Institute a clinical teaching track (non-tenure teaching contract) to allow faculty who excel at teaching an opportunity to stay in the classroom.
- Enhance capacity to provide infrastructure support for grant-writing, budgeting, maintenance of funded projects, and assistance in interdisciplinary grant opportunities.
- Encourage faculty to pursue state and local research and consulting contracts.

Strategic Initiative 3:

- Raise funds from development efforts.

Tactics:

- Hire a full-time development officer to actively pursue charitable contributions, private donations, and corporate gifts to support the School's growth and academic endeavors.
- Ensure at least 10% annual growth in new endowed funds and gifts in the next five years.

PERFORMANCE SCORECARD

Strategic goals and priorities derived from the strategic planning process should drive the performance scorecard design and tracking process. What gets measured gets done. Performance tracking should include the selection of a set of indicators, definition of the parameters to be measured, identification of the target values for those parameters, comparison of measured results to the target values and to performance level of benchmark schools. Each indicator should include the School's aggregate data and whenever possible, drill-down data at the academic division level.

The following is a list of performance indicators that was recommended to and reviewed by the Executive Committee of the School. Each indicator report tracks not only the overall school level performance but also detailed divisional level drill-down.

Goal 1: Enhance OSU SPH's reputation as a national leader in public health research, education, and service

1. Public Health program ranking by the US News and World Report.
2. Health Services Administration program ranking by the US News and World Report.
3. Publication and citation market shares, OSU vs. benchmark schools.

Goals 2: Grow a dynamic and productive faculty

4. Research funding from all sources total and per faculty FTE.
5. Indirect cost recovery total and per faculty FTE.
6. Faculty size by program areas.

Goal 3: Foster innovative and high quality interdisciplinary research

7. Total research expenditure per faculty FTE.
8. Number and percent of publications in top public health journals.

Goal 4: Build strong and growing academic programs that attract high caliber students and provide quality-learning experience

9. Growth in student applications.
10. Students from top-tier universities.
11. Growth in student enrollment.
12. Doctoral student enrollment size.
13. Faculty to student ratio.
14. Percent of students receiving financial assistance from the School and the University.
15. Student overall satisfaction with learning experience (Exit Survey).

Goal 5: Promote diversity

16. Percent of students who are underrepresented minorities.
17. Percent of faculty and staff who are female or underrepresented minorities.

Goal 6: Promote outreach and public service

18. Total state and local research and service contracts by dollar amount and per faculty FTE.

Goal 7: Expand resources to support continuous growth

19. Total operating fund and per faculty FTE.
20. Total income from endowments and gifts.

ANNUAL REVIEW PROCESS

Strategic planning is a dynamic process and modifications to the plan are critical when original assumptions are proved to be inaccurate or there are changes in the environments. Even the best-made strategic plan requires constant review and updates. Periodic review of plan assumptions, organizational vision and objectives, and strategic priorities is needed to help the School keep pace with changes internally and externally.

It is recommended that the School of Public Health conduct its annual review of planning assumptions, achievement of strategic goals, and progress in implementing strategic initiatives in January of every year. Persons accountable for the implementation of key plan initiatives and actions should prepare a formal progress report as well as a plan for continuous improvement for the next fiscal year.

The Executive Committee should communicate performance outcomes to faculty, staff, and students and seek input on the implementation plan for the next fiscal year.