

Education

PROGRESS AND PURPOSE

Science

Accomplishments and Priorities
in Pursuit of Our Five-Year
Strategic Plan Goals

JANUARY 2022

Partnerships

People

Advocacy



JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH



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INTRODUCTION

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Published in Fall 2018, the Bloomberg School's strategic plan was designed to set a course for the ensuing five years. It is built upon the principle that our world is constantly changing and we must relentlessly adapt to new challenges. We could not have imagined then what the following three years would bring. While the power of public health has been on full display, so has its fragility. Our world has been upended not only by the pandemic but also by a long-overdue reckoning with inequity, racism, and injustice. Throughout this time, our strategic plan has served us well as we blazed new trails, focusing our attention and directing our work on the power of education, science, partnerships, people, and advocacy. The past three years validated the critical and complementary contributions of both the basic and applied sciences, showing that our breadth and depth set us apart and allow us to lead in our field during challenging times.

Looking to the future, we are taking the time to evaluate our progress, examine areas for improvement, and chart a course for the years ahead.



The global influenza pandemic in 1918 jump-started the School's growth and influence as a leader in research and public health training. More than a century later, another pandemic has similarly provided a new set of challenges and opportunities for our institution, propelling us forward into the next century. When the novel coronavirus arrived, the field of public health was already hobbled by decades of neglect and held back, at times, by politics. As the virus spread, public health rose to the fore of the national consciousness—the public used terms like “herd immunity” and “flattening the curve.” The Bloomberg School experienced an enormous increase in interest and enrollment in our formal academic programs, as well as our massive open online courses. Our Coursera-based contact tracing course has been accessed by more than 1.3 million learners from 150 countries. We were at the forefront of COVID-19 research, contributing to the development of novel

diagnostics and therapeutics, characterizing the infectiousness of variants, measuring mental health and economic impacts, and modeling resource needs in the U.S. and globally. Our world-class public health faculty were called upon to explain the epidemiology of the pandemic and provide expert opinions and testimony to scientific, policy, and general audiences. Our staff worked tirelessly alongside our faculty to support these efforts, enabling us to maximize the impact and reach of our work. And throughout the pandemic, we have remained steadfast in our commitment to work in Baltimore and with communities in need around the world.

INTRODUCTION

At the same time, we saw an unprecedented backlash against public health professionals and an increasing mistrust of science, as individual preferences and beliefs clashed with the needs of the community. And, the pandemic was not the only challenge of the time. Other critical international and domestic issues included climate change, systemic racism, violence, inadequacies of our food system, addiction and overdose, sexually transmitted infections, chronic diseases, and trauma. All highlight the critical need for us to remain attentive to acute problems facing the U.S. and the world. We spearheaded an effort to stand up for public health and forcefully called out racism as a public health priority. And we elevated our commitments to inclusion, diversity, anti-racism, and equity (IDARE) and to communications and advocacy by establishing leadership positions for each within the School.





Soon after our 2019–2023 strategic plan was published, we were provided with an extraordinary opportunity to re-envision our physical campus. This would involve expanding the current footprint of the Bloomberg School into space adjacent to our main building on N. Wolfe Street. This new space will not only accommodate our existing and future growth, it will provide opportunities to re-engineer how we work together and with the surrounding community to further our mission. We again turned to our strategic plan for guidance and framed our feasibility study around its five strategic pillars to unleash the full power of public health. Specifically, we want to build a physical space that fosters interdisciplinary and cross-departmental research; enhances our education for tomorrow’s learners in Baltimore and around the world; opens our doors to the community locally and globally in a way that will expand our partnerships; and cultivates a diverse, inclusive, supportive, and sustainable environment for all faculty, students, staff, and the individuals and organizations with whom we collaborate.

We are proud of our accomplishments over the past three years, and continue to set our sights on being a leader now and moving forward. The coming years present many opportunities for our School community, including growth in the number and diversity of our students and faculty, plans for a new building, increased partnerships and collaborations, and a deepening commitment to Baltimore. There will be challenges, but as we have demonstrated over the past three years, focusing on our priorities, adapting to challenges, and capitalizing on our strengths will allow us to harness the power of public health to advance a healthier and more equitable world.

This midterm update of our strategic plan describes our progress to date and identifies areas for growth. As we reflect on the evolving landscape in which we teach, discover, practice, collaborate, and inform, we share ways in which we will complete our five-year commitment to lead even as the world changes around us.

The Power of Education

OUR GOAL

Educate leaders who can advance the public's health by furthering the excellence of our existing programs and extending our reach beyond the walls of our School.



To prepare the next generation of researchers and professionals, we proposed to 1) evolve our research-focused education to better prepare our graduates for interdisciplinary, team-based scientific discovery and implementation; 2) enrich our practice-focused education by ensuring students have the knowledge, skills, and tools to work across sectors and tackle multifaceted global public health challenges; 3) enhance our career services and professional development opportunities to prepare our students for academic and nonacademic positions across sectors; 4) extend the reach and accessibility of our educational programs by investing in flexible teaching and learning strategies that take advantage of digital technologies and new educational modalities; and 5) ensure a broad and inclusive community of learners by addressing the affordability of our education.



Reflections on the Changing Landscape

Who, what, and how we teach matters more today than ever before.

The pandemic reminds us that the population's health is driven in large measure by social, cultural, economic, and environmental factors. Effective solutions must address these factors head-on. The pandemic has also taught us that while good science is critical, it isn't enough. Tomorrow's public health leaders must perfect the crosscutting skills of communication, effective decision-making, negotiation, change management, and advocacy.

The pandemic emphasized the need for flexibility as we shifted to all-virtual in Spring 2020 and to hybrid experiences beginning in January 2021. Post-pandemic,

some learners will want to learn in person on campus, others will prefer online learning, and others may be looking for a mix of both. With high-quality streaming technologies, including investment in classroom multimedia upgrades, we now have greater capability to bring our off-campus and on-campus learners together, extending our reach and supporting cross-sector, global-to-local learning.

To address our society's underlying health inequities, we must train a diverse public health workforce that reflects the population we serve. This means we must broaden our recruitment efforts,

emphasize a holistic review of applicants with less reliance on standardized testing scores, and offer more scholarships to those who cannot afford a graduate education. We also need to draw students from a range of professions. Educators, public safety professionals, engineers, housing officials, and others outside the traditional boundaries of public health will seed cross-sector collaborations that will achieve meaningful improvements in health and health equity.

The Power of Education

MAJOR ACCOMPLISHMENTS

「Evolve our research-focused education」

■ Expanded the availability of courses and workshops that focus on core competencies of applied epistemology, logic, ethics, and sound research methodology through the R³ Center for Innovation in Science Education. To date, it has served over 2,000 learners from departments and programs across the University. A Maryland Higher Education Commission (MHEC)-accredited R³ Certificate of Rigor, Reproducibility and Responsibility in Scientific Practice has been developed and integrated into several NIH T32 training grants.

■ Established the PhD Program Directors Network that meets monthly to surface concerns of our students, facilitate collaboration, and share best practices across programs. The group, established under the leadership of our Vice Dean for Education, has been instrumental in formalizing and operationalizing individual development plans within each department, ensuring that PhD students and their advisers connect at least annually about career development goals and other topics as well as progress in the student's program.



Enrich our practice-focused education

Developed a set of new courses designed to teach basic public health practice and cross-cutting skills that include: 1) 12 Cells to Society courses, six Leadership Skills courses, and a 1-credit R³ course on communications to nonexpert audiences that meet curriculum requirements of the accrediting body, the Council on Education for Public Health; 2) a yearlong sequence of 3-credit courses on leadership development, including leading organizations, leading teams, and leading for change, which will be available both in person and online; 3) a 3-credit course on writing for success; and 4) a University-wide extracurricular workshop series on science communication offered by the R³ISE team.

Developed 21 new courses in the five focus and crosscutting areas of the Bloomberg American Health Initiative. These courses are structured around a problem-solving approach to public health and have been taken by nearly 1,500 students at the School. Additionally, we quickly developed a cross-school, 2-credit course, Current Issues in Public Health: The COVID-19 Pandemic Response, that has been taken by more than 450 students.

Supported 211 Bloomberg Fellows—180 MPH and 31 DrPH students—with fully funded degrees as part of the Bloomberg American Health Initiative’s commitment to provide world-class public health training to individuals in organizations tackling critical challenges facing the U.S. These fellows represent a diverse mix in race/ethnicity, geography, type of organization, and focus areas. Among the MPH Fellows, 76% are drawn from nontraditional public health backgrounds; for the DrPH program, 58% are from nontraditional backgrounds.

Expanded service-learning and applied education via practice courses and partnerships in real time. Many courses, projects, and practicums were launched in 2020–2021 to meet community and research needs in response to COVID-19 as well as longer-term public health needs. Partnerships with our Alumni Relations team and virtual internships have helped to expand practice opportunities beyond the Baltimore-Washington, D.C., area to include organizations across the U.S. and internationally.

Established a central jobs and opportunity inventory and added a search function for service-learning and practicum courses to the School’s course directory to help students more easily identify and incorporate practice opportunities into their educational experiences.

Increased applications to our DrPH program substantially, from 275 applicants in 2019–20 to 370 in 2020–21 and 377 in 2021–22. As of early December 2021, this number had reached 717 for the 2022–23 academic year. These increases reflect a growing demand for advanced, professional qualifications in public health and flexible, part-time programs that allow students to further their education while maintaining employment. To meet this demand, we have added three—Global Health Policy and Evaluation, Women’s and Reproductive Health, and Health Policy—for a total of 10 specialized areas of study within the DrPH program.

Introduced innovations to better serve the growing number of professional master’s students. A summer virtual series was created to introduce students to the School and meet faculty before beginning their degree program. New methods of advising include small academic networks within each program and improved access to both group and individual advising.

Created a council of MSPH directors from across the School to facilitate more cross-departmental cooperation. The council meets quarterly to share best practices, coordinate cross-department social events, and encourage a more cohesive approach to working with MSPH students.

Reviewed our online Master of Applied Science (MAS) programs and shifted the marketing and enrollment management of these programs inhouse to better and more efficiently integrate the coursework, financial models, and admissions services with the rest of our programs.

The Power of Education

Enhance our career services and professional development

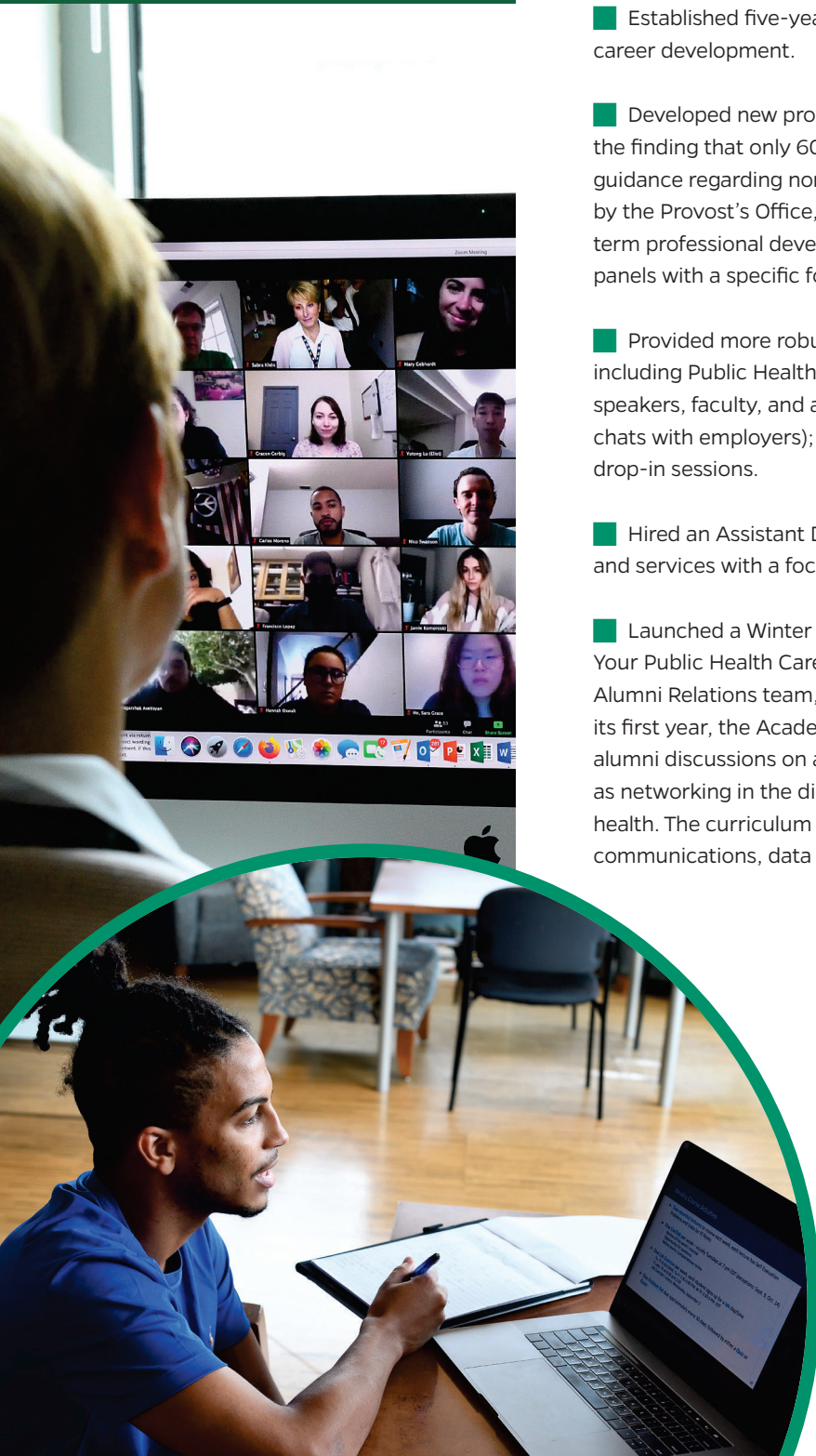
- Established five-year benchmarks to track student satisfaction with respect to career development.

- Developed new professional development opportunities for PhD students to address the finding that only 60% of graduating PhD students say that they received helpful guidance regarding nonacademic career options. For example, through a project funded by the Provost's Office, seven faculty members initiated new programming for short-term professional development activities, including student access to career alumni panels with a specific focus on nonacademic opportunities.

- Provided more robust career development activities targeted to master's students, including Public Health Industry Days; Conversations and Connections (featuring guest speakers, faculty, and alumni); Public Health Exchange Sessions (informal virtual coffee chats with employers); TED-style talks; increased department presentations; and virtual drop-in sessions.

- Hired an Assistant Director of Career Services to help support expanded programs and services with a focus on master's students.

- Launched a Winter Intersession Career Development Academy—Jump-Starting Your Public Health Career—as a collaboration between the Career Services Office, Alumni Relations team, and the Office of Public Health Practice and Training. In 2021, its first year, the Academy had nearly 900 registrations and over 20 presentations and alumni discussions on a variety of career and professional development topics such as networking in the digital age, virtual interviewing, and resume writing for public health. The curriculum is being expanded to include instruction in key skill areas such as communications, data visualization, and time management.



Extend the reach and accessibility of our educational programs

Implemented a Schoolwide strategy to improve marketing, messaging, and managing admissions and enrollments by engaging our Communications and Marketing team and working closely with academic coordinators and administrators across all of our programs. After a dip in enrollments in 2019–20, we saw a record number of applications in 2020–21 (up by 19%) and enrollments (up by 24%). In 2021–22, we saw additional increases over 2020–21 in applications (up by 24%) and enrollments (up by 22%).

Invested in a major upgrade of the School’s website, which offers an improved interface and search functions to help applicants easily find and compare the programs that are the best fit for them.

Began offering the option of a completely online, part-time MPH program, beginning in June 2020, eliminating the requirement for students to take 16 credits in person. Between 2020–21 and 2021–22, we saw a 59% increase in applications for the June start of the program (269 in 2020 and 429 in 2021).

Expanded our Marketing team and School-level marketing in the Office of External Affairs and contracted with Hanover Research to conduct targeted marketing research, initially focusing on our master’s programs to include 1) a landscape analysis for our MPH program; 2) a prospective student survey; 3) a tuition sensitivity analysis; and 4) an employer survey. The results of these studies are informing our strategy for marketing, tuition discounts/scholarships, and professional development activities.

Expanded our online educational programs in response to the pandemic to establish a Virtual Plus campus in Spring 2020, with related resources and strategies continuing today. Our current educational offerings include a mix of in-person, online, and hybrid courses and enrichment activities and opportunities. This increased access to our programs allows us to reach students wherever they are in the world. Student satisfaction with our Virtual Plus campus has been high, with specific course evaluation ratings remaining stable and, in some cases, exceeding ratings before the pandemic.

Invested in improved classroom technology to support our Virtual Plus campus and developed a Teaching Council to support faculty and teaching fellows in each department and to share teaching tips and pedagogical insights with teaching assistants and faculty across the School. A new online (and now hybrid) monthly Teaching Workshop series provides a way to discuss teaching strategies and further build a culture of teaching excellence.

Continued to grow our non-degree offerings through massive online open courses and our Summer Institutes. Of particular note, more than 1.3 million learners enrolled in and 700,000 completed the contact tracing course we developed on Coursera, which won the 2021 Coursera Outstanding Achievement Award for Innovation. The course has been used by many governments for workforce training and recruitment and has been translated into multiple languages. Enrollments in our 2021 Summer Institutes reached a record high of 2,061 in 135 courses, a 22% increase over 2020 enrollment.

Introduced a new online Certificate in Product Stewardship for Sustainability that will enable professionals to promote responsible design, development, and management of products throughout their lifecycle. Moving forward, we will market this certificate to targeted industry partners, with aspirations to establish ongoing training contracts that provide sustainable teaching revenue.



The Power of Education

Ensure a broad and inclusive community of learners by addressing the affordability of our education

■ Provided all PhD students with 100% tuition support, together with health insurance premiums, for years one through four of their programs, beginning in academic year 2020-21. Departments can decide to support more than four years of study and provide stipend support. Students in year five and beyond are only required to register for three credits per term.

■ Targeted PhD student support as a priority for fundraising, starting in fiscal year 2020, and have had some early success despite the challenging times in terms of soliciting and securing support for new doctoral support endowments. We received more than \$3 million in new commitments toward doctoral support, coming from 330+ donors, with 71 donors giving to an already established endowed fund. (The remaining donors gave to current-use, non-endowed funds.) Several significant gifts were recently committed from previous donors, including a \$2 million commitment over 10 years from Health Advisory Board member Bill Clarke, a \$1.9 million commitment over four years from Bayer Pharmaceutical (to support doctoral and master's level students in Population, Family and Reproductive Health), and a pending renewal of the Lerner Doctoral Fellows program in the Center for a Livable Future with a five-year, \$2.8 million commitment.

■ Experimented with the number and size of tuition scholarships awarded to highly ranked applicants to the full-time MPH program who would not otherwise have received a scholarship. Based on the results of the experiment, we adjusted our policies and are providing some level of tuition assistance to all applicants in the highest- and second-highest ranked tiers.





The Power of Education

ONGOING PRIORITIES

To continue to realize the power of education, we will focus on the following efforts:

■ Right-sizing our degree programs. Top priority will be given to developing strategies for accommodating a higher number of well-qualified students, while maintaining the excellence and relevance of our education. We will further develop our data analytics and predictive modeling to better understand the characteristics of students who apply and enroll in our programs (for both part-time and full-time programs) and use these analytics to make decisions on admissions and scholarships. Our goal is to optimize both selectivity (percent admitted of those applied) and yield (percent enrolled of those admitted), with a commitment to recruiting and supporting a diverse group of learners.

■ Navigating and leveraging the transition to a longer-term hybrid teaching model. We will determine the optimal long-term mix of online/in-person/hybrid programs in a way that provides flexibility and a high-quality educational experience to our learners, regardless of where they are located. We will meet the programmatic, technological, and faculty support requirements for enhancing online and hybrid teaching and learning. This will include opportunities for networking with fellow students and professors, which we expect will result in an increase in total enrollments in online (including part-time) programs and a more diverse student body.

■ Designing teaching and learning spaces planned as part of the new site development program to facilitate evolving and best-practice pedagogy, including the use of flexible furniture and robust technology systems that facilitate active and hybrid learning.

■ Marketing our programs to attract learners who are the right match. We will organize marketing around key themes including the importance of public health leadership; our leadership position among schools of public health; flexibility of options, including hybrid education; breadth and quality of online and hybrid offerings; and our commitment to inclusion, diversity, anti-racism, and equity.

■ Ensuring the academic success of our students. As part of a commitment to support a diverse group of learners from matriculation to graduation, we will invest in the support systems needed to ensure their academic success, including delivery of preterm prep courses, increased access to tutors, and resources designed to assist international students with navigating the transition to living in the U.S.

■ Ensuring that students graduate with an appropriate level of proficiency in the cross-cutting skills needed to be effective leaders. These include effective decision-making, negotiation, and change management; an appreciation for systems thinking for tackling complex problems; and the tools needed to be effective partners, communicators, and advocates. We will measure our success by tracking student self-ratings on core public health competencies in our exit survey.





ONGOING PRIORITIES

■ Enhancing efforts at fundraising for scholarships for both master's and doctoral programs. Utilizing three years of data, combined with the results of an internal and external review, we will spend the second half of fiscal year 2022 assessing and repositioning our fundraising efforts. We will collaborate closely with the expanded Marketing team, along with the 10 academic departments, to align communications and fundraising strategies.

■ Experimenting with scholarship strategies for departmental master's programs, using our experience with expanding MPH scholarships as a guide.

■ Developing strategies to address affordability of our educational programs, particularly for students from low-and middle-income countries.

■ Executing on a strategy for offering alternatives to degree programs. We will further our efforts in developing certificates and micro-credentials in targeted areas of study, with the goal of building capacity and providing skills to communities that address highly specific needs.

■ Enhancing the University's undergraduate Public Health Studies program. We will continue to work closely with the leadership of the Krieger School of Arts and Sciences and the University to develop a strategy for managing the growth of the program to ensure a quality educational experience that is financially viable for both schools.

■ Exceeding accreditor standards. In the next two years, we will produce a self-study of the School that describes our efforts to enhance our curriculum in response to changes in guidance and accreditation standards from the Council on Education for Public Health. We also will prepare for a reaccreditation site visit during the 2023 calendar year.

The Power of Science

OUR GOAL

Solve the most important public health problems by incubating, accelerating, and translating groundbreaking research.



To champion the best in public health research, we proposed to 1) transform our research ecosystem to propel major discoveries that depend on interdisciplinary collaboration and innovative approaches; 2) invest in programs that foster our competitive advantage as one of the few accredited schools of public health where researchers collaborate on the full spectrum of scientific inquiry, from bench science to policy implementation; and 3) further promote translation and discovery into real-world solutions.



Reflections on the Changing Landscape

The School's ability to respond quickly and collaboratively to urgent health challenges was dramatically highlighted by our global response to the COVID-19 pandemic and its aftermath. COVID-19 research led by School investigators illustrated our multidisciplinary research portfolio: contributing to the development of novel diagnostics and therapeutics, characterizing the infectiousness of variants, measuring economic and mental health impacts, and modeling resource needs in the U.S. and globally.

We were reminded that the biomedical research establishment is key to protecting the public's health, and it requires our ongoing and substantive investment. At the same time, we learned that new discoveries will

not help control a pandemic if governments and communities are reluctant to follow the science. The pandemic reinforced for us the need for closer partnerships among scientists who develop vaccines and medicines with the social scientists and communications experts adept at motivating the public to make use of best practices and lifesaving technologies.

Out of necessity, we also learned how to think more creatively and efficiently about our research process while ensuring the safety of our research participants, students, staff, and faculty. We rapidly developed processes, including faculty review committees, to approve specific approaches to ensure safe engagement

in laboratory, human subjects, and field research activities, while also transitioning our Institutional Review Board activities into a fully remote process. We must carry these lessons into the future to fully realize our potential for collaboration within the School, across the University, and with outside organizations.

The Power of SCIENCE

MAJOR ACCOMPLISHMENTS

「Transform our research ecosystem」



■ Established an Office of Research. Under the leadership of the Vice Dean for Research, the organizational structure of the Office emphasizes research strategy and development, implementation and impact, and integrity and oversight. Within these three target areas, the Office is responsible for developing a compendium of resources that are translatable across departments, with the goal of increasing efficiency and reducing administrative burdens on faculty and research teams. We have hired a coordinator to support these efforts, with a formal launch planned for 2022.

■ Established a Research Council that works with the Vice Dean for Research to identify and develop plans to address challenges to conducting research at the School. The Council provides an avenue for timely and efficient bidirectional communication, soliciting feedback from faculty and disseminating universally adaptable resources and information about strategic initiatives. With diverse representation from all departments, the Research Council informs the overall research strategy and targeting of School resources.

■ Established a Schoolwide Data Council that focuses on navigating increased faculty access to data, enhancing data security and integrity, and developing the School's data infrastructure. The Data Council will advance best practices for data management and security while curating large datasets for broader shared access. In partnership with the Data Trust and School of Medicine leadership, the Council has clarified and reduced the administrative barriers to accessing Johns Hopkins Medicine clinical data.

■ Launched IRB navigator services to ensure the integrity and rigor of our research endeavors—one of our highest priorities. These services include presubmission assistance to help faculty, students, and postdocs in navigating the review process, identifying potential challenges, and developing high-quality IRB protocols.



Promote collaborations across the full spectrum of scientific inquiry, from bench science to policy implementation

Applied our deep expertise across the bench sciences, epidemiology, data science, and the social sciences to tackle the multiple facets of the pandemic and its aftermath. As of July 1, 2021, School faculty had submitted more than 280 COVID-19-related proposals and received 147 awards, with total funds awarded exceeding \$105 million. Much of this research is summarized in a searchable log of our COVID-19 research and practice efforts.

Developed the Novel Coronavirus Research Compendium (NCRC), a centralized, publicly available resource that rapidly curates and reviews the emerging scientific evidence about SARS-CoV-2 and COVID-19.

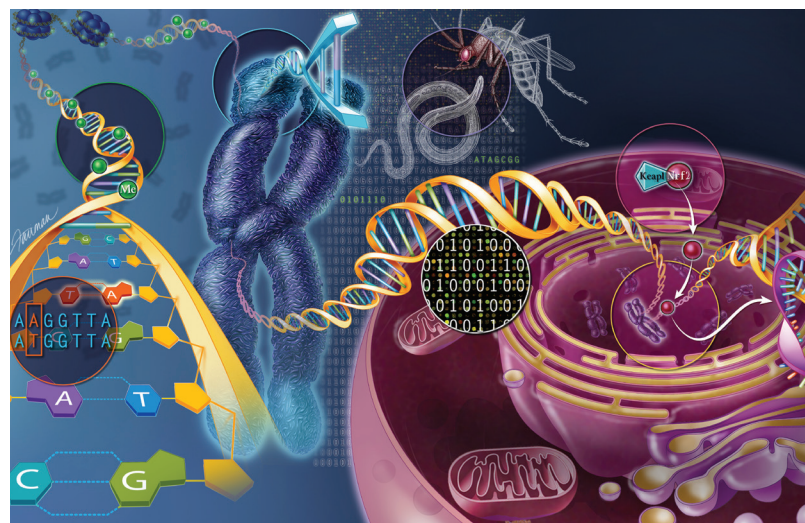
Invested in SCIBAR (Support for Creative and Innovative Basic and Applied Research) to promote high-impact, cross-disciplinary research within the School. Central to this initiative was the goal of providing resources that would allow members of the School community to learn more about the principles of team science and to build skills in science communication, as well as to foster Schoolwide enthusiasm and excitement around interdisciplinary research.

- Funded four major \$1 million SCIBAR projects in partnership with the Bloomberg American Health Initiative, after reviewing 28 proposals.
- Provided training on science communication from the Alan Alda Center for Communicating Science for all SCIBAR finalists as well as a general session conducted for the larger School community. Our finalist teams received coaching and resources to develop a TED-style presentation on their proposals. The School community viewed the presentations virtually, provided input, and ranked their preferred proposals based on impact.
- Provided guidance from the Office of External Affairs to teams that were not selected on pursuing other funding sources.
- Hosted a panel and provided resources highlighting the importance of addressing equity in all research endeavors.

Continued investing in the collaborative recruitment of Bloomberg Distinguished Professors (BDPs). Among the first 50 appointments across the University, 19 BDPs had appointments at the School.

Obtained support from the University to co-lead four of the nine BDP clusters selected under the BDP 100 initiative: 1) Climate, Resilience, and Health; 2) Preparing and Responding to Emerging Pandemics; 3) Knowledge to Action and the Business of Health; and 4) Advancing Racial Equity in Health, Housing, and Education.

Recruited and nominated 18 faculty as Bloomberg Professors of American Health over the past three years. Together with the two professors named in 2018, the Initiative met its goal of naming a total of 20 faculty who will provide leadership for the Bloomberg American Health Initiative's five focus areas and three crosscutting themes of evidence, policy, and equity.



The Power of SCIENCE

「Promote Translation」

■ Collaborated with the SNF Agora Institute on the recruitment of a tenure-track associate professor with a primary appointment in the School's Department of Health Policy and Management. This collaboration will enhance our overlapping goals to advance civic engagement, translate policy research to action, and improve population health.

■ Explored opportunities to commercialize our research discoveries and innovations in partnership with the School's Health Advisory Board and its Innovation and Commercialization Committee. Early efforts have not resulted in the scope of opportunities initially envisioned, but the committee has collected important information on the School's entrepreneurial culture and potential. Alternative approaches for accelerating these opportunities are being explored, including investing in a Director of Corporate Relations to help the School engage with industry and explore the creation of a fund to support the transition of promising ideas to commercialized innovations.



ONGOING PRIORITIES

To continue to realize the power of science, we will focus on the following efforts:

■ Continuing to prime our research ecosystem so the School remains at the forefront of the most important research in public health. Under the leadership of our Vice Dean for Research, our Executive Vice Dean for Finance and Administration, and the Research Council, we will continue to prioritize 1) advocating with the University for the development of staff positions and promotion opportunities that reflect the diverse technical needs of our research environment; 2) ensuring that our hiring, compensation, and operational norms are aligned with today's labor market, helping to ensure that we fill critical posts with top talent in a timely way; and 3) sharing best practices and tools across departments and centers, looking for opportunities to support shared services and core resources.

■ Increasing the number of faculty teams that reach out to the University's Research Development Team for help in preparing and submitting grant proposals by better communicating the services available and highlighting examples of success within the School. We will also explore the feasibility of creating a satellite RDT in East Baltimore that would help faculty teams develop collaborative proposals that more specifically tap expertise outside of the STEM disciplines.

■ Launching an additional call for SCIBAR proposals that builds on the success of our first SCIBAR effort, with the goal of funding at least two new initiatives within the next two years. The School's Development Office will be charged with securing funds to maintain the availability of these awards in the future.

■ Investing in the four BDP clusters our School is co-leading and successfully recruiting both senior and junior faculty in each area.

■ Continuing to pursue new funding sources for sponsored projects in the years ahead. This includes diversifying our portfolio of funders to include international and domestic philanthropies and considering ways to develop collaborations with industry.

■ Leveraging the Bloomberg School's new and expanded physical campus as an opportunity to integrate our commitment to research into our physical infrastructure. We are committed to using this project to establish modern core facilities and collaborative working spaces that facilitate collaboration between disciplines. Through this building project, planned team science, and integrative programmatic support, we will bring departments' research activities closer together to spark more cross-disciplinary research and to maximize efficiencies. These principles will remain central to guiding design decisions for our evolving physical space in East Baltimore.



The Power of Partnerships

OUR GOAL

Partner to protect the population's health and advance equity and social justice worldwide, with a special commitment to Baltimore.

To continue to be a leading partner promoting global and local health, we proposed to 1) expand our efforts to improve health and well-being in Baltimore; 2) enhance our cross-sector collaborations to improve health and advance health equity and social justice; and 3) connect our global and local partners to have a greater collective impact on health.





Reflections on the Changing Landscape

The School's response to COVID-19 highlighted our deep and ongoing commitment to the practice of public health and the cultivation of cross-sector partnerships at home and around the world. Despite making enormous strides in understanding the virus and developing and sharing interventions to mitigate its impact, there is no substitute for effective implementation. We learned yet again that collaborations between the public and private sectors are key to ensuring that evidence-based solutions are taken to scale and reach those most in need.

This has also been a moment of reckoning for our field and our society. Now more than ever, conversations about equity, racism, and social justice are front and

center in public health. We must build on this momentum and work across sectors to end inequities in health.

Our commitment to Baltimore and to local communities throughout the country remains a critical priority for the School. At the same time, we are reminded that our health as a nation is inexorably interconnected with our global environment. We share common vulnerabilities across borders. Unprecedented global cooperation will be critical for a healthy future for all. We must work together to share data, build a robust public health system including a global early warning system, and develop common, evidence-driven policies to protect all interests. These priorities are important

not only for preparedness but for responding to the growing burden of noninfectious diseases and addressing the social, economic, environmental, commercial, and political drivers of health.

The Power of Partnerships

MAJOR ACCOMPLISHMENTS

Expand our efforts to improve health and well-being in Baltimore



■ Established the Baltimore Community Engagement Committee with representatives from each department to enhance the School's work in the city. The committee is making recommendations and disseminating resources to increase the quality and impact of partnerships between the School and our city.

■ Coordinated with more than 100 community partners and thousands of students each year, as part of work led by SOURCE, the community engagement and service-learning center for the Johns Hopkins University schools of Public Health, Nursing, and Medicine. Largely through SOURCE's efforts, the School was awarded the 2019 Outstanding Community Service Award by the Association of Schools and Programs of Public Health.

■ Worked closely with the University to reshape the Urban Health Institute as it transitioned to new leadership and refocused its work to advance health and health equity in Baltimore via a wide range of programs, events, and educational and funding opportunities, including support for faculty to work with community-based organizations and city agencies.

■ Supported the Local Health Improvement Coalition led by the Baltimore City Health Commissioner. The associate director of the Urban Health Institute, who is also a faculty member in the School's Office of Public Health Practice and Training, is co-chairing this citywide effort. She also worked with the Baltimore City Health Department on the city's public health strategy for violence reduction.



■ Supported the establishment of the new Chief Health Policy Officer position for the Baltimore City Health Department. The policy officer is a full-time faculty member in the Department of Health Policy and Management, with part of her time supported by the Bloomberg American Health Initiative and the Institute for Health and Social Policy. The model of faculty working for the City Health Department was developed for the city's Chief Epidemiologist, who is also a full-time faculty member in the Department of Epidemiology.

■ Supported Baltimore's COVID-19 response in multiple ways, including:

- Providing management and training for the city's successful vaccine ambassador program through the International Vaccine Access Center
- Providing resources for JHPIEGO to manage the city's innovative community health worker response to COVID
- Offering epidemiological support from School faculty and students
- Benchmarking Baltimore's experience with COVID against those of counties with similar sociodemographic characteristics
- Developing and implementing the Johns Hopkins Health Education and Training (HEAT) Corps with cross-campus partners, including the launch of a COVID-19 curriculum for K-12 youth, taught in virtual classrooms in Baltimore and across the country, with over 150 SOURCE volunteers

■ Played a central role in designing and implementing the JHU Innovation Fund for Community Safety. This work was done in close collaboration with the University's Office of Economic Development. The \$6 million fund will support nine community grantees over four years to implement innovative approaches to promoting safety and reducing violence.

■ Supported the Centro Sol Policy Group in advancing services for the Latinx population. Projects in 2021 included supporting more language access to emergency pandemic services, assisting with insurance-related challenges, and developing policy to support eligible families in receiving social supports.



The Power of Partnerships

Collaborate across sectors and systems

■ Expanded our Office of Public Health Practice and Training and appointed an Assistant Dean for Practice and Training.

■ Supported the public sector during the pandemic. This work by the Office of Public Health Practice and Training included:

- Extending the reach and use of massive online open courses and other training materials in contact tracing, disease control, psychological first aid, long-term care, and assisted living, taken by more than a million students across the globe and used by multiple government agencies.
- Assisting county health departments and the state health department in Maryland in conducting data analyses and providing policy recommendations.
- Providing policy and research support to counter the harassment and threats to public health officials, including leading a national coalition to support the public health workforce, providing congressional testimony, assembling quantitative data and firsthand accounts, and launching the website standwithpublichealth.jhsph.edu.
- Providing more than 20 briefings to 180 U.S. mayors during the pandemic, in partnership with Bloomberg Philanthropies and the Bloomberg Harvard City Leadership Initiative.



Connect global and local partners

■ Built scores of new cross-sectoral partnerships around the country each year. The Bloomberg American Health Initiative has extended grant opportunities to more than 175 Initiative partners, including many nontraditional organizations, such as the New Jersey State Police, the NYC Center for Court Innovation, Kaiser Health News, and the University of California Agriculture and Natural Resources Cooperative Extension. Projects launched in 2021 include an innovative initiative in the Washington, D.C., public schools to share student attendance data (with parental consent) with pediatric practices so they can support children and families at risk for chronic absenteeism. The Initiative also supported the Legal Action Center in outlining the legal responsibilities of emergency departments to care for patients with substance use disorder.

■ Promoted global health equity research via grants to more than 59 collaborative research teams. The Alliance for a Healthier World has provided critical support to teams working in climate equity, health equity, and social justice dimensions of COVID-19. The Alliance has trained grantees in networking and problem-solving, facilitating engagement through seminars and events such as the International Symposium on Global Health Policy Research. The Global Health Equity Scholars program provides scholarship funding and research opportunities to help develop the next generation of global health equity researchers and program implementers.

■ Expanded partnerships through The Challenge Initiative (TCI) to support the sexual and reproductive health needs of women and girls living in low-income, urban communities in Africa and Asia. TCI has scaled up proven high-impact family planning and adolescent and youth reproductive health interventions in 111 sites across 11 countries worldwide.

■ Convened virtual international symposia on Global Health Policy Research. The Alliance for a Healthier World brought together a global community of researchers who draw on social science theory and methodology to study global health policymaking focused on addressing challenges related to the pandemic.

■ Played a key role in launching the Johns Hopkins India Institute (JHII) in September 2021. Building on years of collaboration between Johns Hopkins and partner organizations in India, the Institute coordinates efforts to build the capacity of the health care workforce and improve outcomes of the health system. In addition to raising awareness of Hopkins' work in India, the Institute's goals include promoting dissemination of evidence-based research to the broader population, building and sustaining equal and collaborative partnerships with Indian counterparts, and expanding research activity through local and international funding. In response to the COVID-19 pandemic in India, JHII rapidly mobilized the University community and network of alumni and supporters to provide support during its deadly "second wave." This included raising \$2.2 million that was spent on humanitarian relief in India.



The Power of Partnerships

ONGOING PRIORITIES

To continue to realize the power of partnerships, we will focus on the following efforts:

- Creating a library of best practices for working effectively in Baltimore and identifying mechanisms to advance these best practices across the School.
- Growing and developing major strategic initiatives with Baltimore in coordination with the City Health Department's Chief Health Policy Officer and Chief Epidemiologist.
- Working on the successful implementation of the Innovation Fund for Community Safety with the University's Office of Economic Development.
- Supporting the rebuilding of the U.S. public health system through practice, research, and advocacy efforts to advance interoperable and timely data systems; workforce diversity, training, and mental health support; and modernized laws and statutes that ensure that public health responsibilities and authorities remain intact and protected.
- Advancing partnerships for policy change in the Bloomberg American Health Initiative focus areas: addiction and overdose, violence, obesity and the food system, environmental challenges, and adolescent health. In the coming years, the Initiative will seek to expand its engagement in collaborative work across the country.
- Executing on the Johns Hopkins India Institute's five-year strategic plan for research and practice, and education and training activities. The leadership team will promote research through increased access to funding and reduced administrative barriers. It will also facilitate student access to scholarships and mentorship opportunities. The Institute will use current centers and projects to invest in new hubs to amplify these strengths and propel new ideas, as well as expand formal agreements with Indian universities, government, and other organizations to promote student exchange and research collaborations. It will also invest in strategic research and potential hubs in three domains that are likely to shape the future of health in India: noncommunicable diseases; climate change and environmental security; and biomedical engineering.





ONGOING PRIORITIES

■ Convening the international community of social scientists working on global health policy. The Alliance for a Healthier World will coordinate and provide research opportunities and host events that encourage interdisciplinary exchange of ideas and strategies.

■ Creating a dynamic and welcoming environment as part of re-envisioning our East Baltimore campus. The new building will provide a door to the community that will naturally extend our partnerships both here in Baltimore and around the globe.

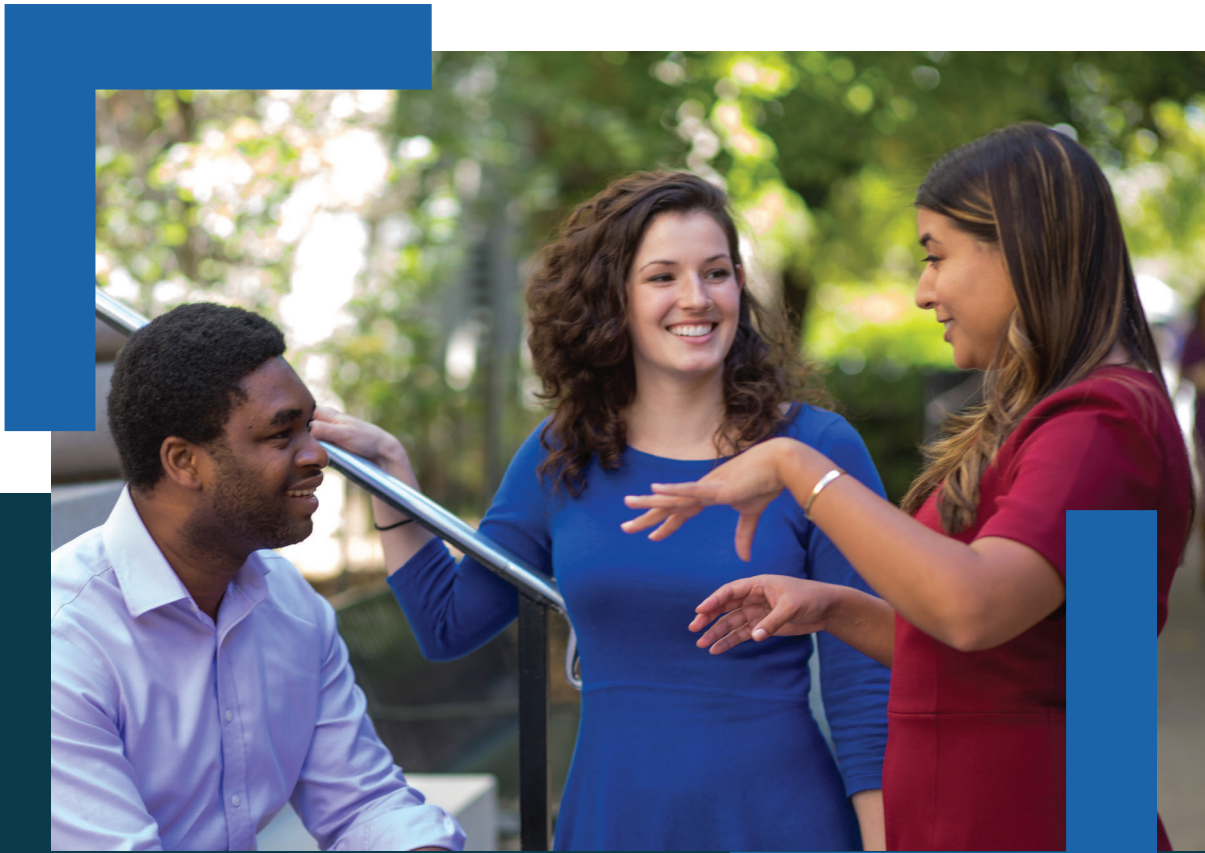
The Power of People

OUR GOAL

To fuel creativity and ensure excellence in all we do by cultivating a diverse, inclusive, and nurturing environment for students, faculty, and staff.



To ensure an institution where all people of all backgrounds can thrive, we proposed to 1) cultivate and advance a climate of inclusion for all staff, students, faculty, and visitors of the Bloomberg School, across race, socioeconomic background, gender and age, citizenship, religion, sexual identity, and other characteristics that contribute to the diversity of our community; 2) increase recruitment and retention of students, faculty, staff, and leadership who come from diverse backgrounds, with special attention paid to underrepresented minorities and marginalized populations; and 3) promote health, wellness, and opportunity for all faculty, students, and staff in an inclusive environment.



Reflections on the Changing Landscape

Our world has been turned upside down not only by the pandemic but also by a long-overdue reckoning with inequity, racism, and injustice. In the wake of the murder of George Floyd and the protests that erupted across the country, we responded swiftly and strongly, owning racism as a public health problem. We reaffirmed our commitment to identifying concrete structural changes required to address racism head-on, both at the School and across society more broadly. This renewed commitment permeates all pillars of the plan, but it is particularly salient to our strategies for ensuring excellence by cultivating a diverse, inclusive, and anti-racist culture where people from all backgrounds can thrive.

A culture of inclusion is deeply connected to a culture of health, wellness, and opportunity. Our plan recognized this interconnectedness, and we identified strategies to improve mentoring, training, and professional development, and to ensure financial support mechanisms and implement behavioral health and wellness programs. The exigencies of the pandemic and social unrest served to elevate the critical importance of these strategies, and we worked at multiple levels to ensure the well-being of our School community. We are resolute in our commitment to fostering permanent changes for the future.

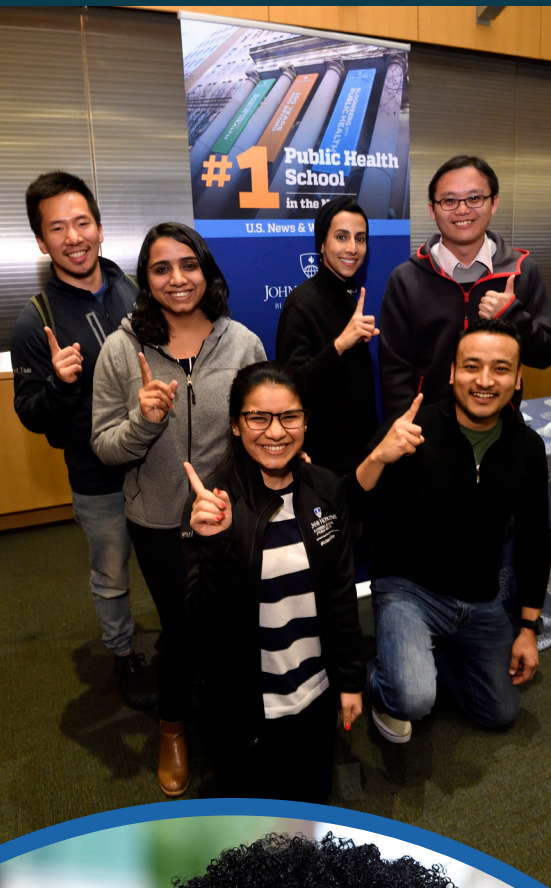
As our workplace environment changes, we are challenged to find bold

new ways to address structural conditions that exacerbate psychosocial stress among our faculty, students, and staff. Moving forward, our work in this domain will be informed by a growing literature on worker well-being, which emphasizes the importance of participation in shared decision-making, providing employees opportunities to have input on work conditions, improved flexibility in when and where people work, greater attention to increasing worker demands that have become “unbounded by time and place,” and genuine support at all levels of the organization for promoting work-life balance.

The Power of People

MAJOR ACCOMPLISHMENTS

「Cultivate a culture of inclusivity and anti-racism」



■ Established the position of an Assistant Dean for Inclusion, Diversity, Anti-Racism, and Equity, and an Office of Inclusion, Diversity, Anti-Racism, and Equity (IDARE), staffed by a Director for Student Recruitment and Engagement and a Student Disability Services Coordinator.

■ Launched a Schoolwide IDARE Action Plan designed to coordinate with the second JHU Roadmap on Diversity, Equity, and Inclusion.

■ Named an Associate/Vice Chair or Director for IDARE in each academic department in the School. These leaders sit on the Schoolwide Committee on Inclusion, Diversity, Anti-Racism, and Equity and oversee implementation of the IDARE Action Plan at both the department and School levels.

■ Offered webinars and workshops aimed at facilitating conversations about IDARE. The team is working with the University Office of Training to offer opportunities for training on diversity, equity, and inclusion as well as microaggressions within the School.

■ Established and funded two one-year pilot research and practice awards of \$75,000 each that are focused on building the evidence for policies, practice, and programs that eliminate and reverse the impacts of structural and institutional racism.



Recruit and retain a diverse community

Improved data transparency on the racial composition of our faculty. Continued to support the Diversity Advocate Network. All Diversity Advocate Network representatives have been provided access to department-level data on faculty diversity.

Began requiring faculty candidates to submit a written statement describing how they will uphold the principles of IDARE. This was done in recognition that a commitment to anti-racism and equity applies to all aspects of public health.

Adopted a holistic approach to our application review with less reliance on standardized test scores to increase the academic and demographic diversity of our students.

Expanded sessions during recruitment events aimed at attracting an increasingly diverse pool of applicants, including targeted recruitment events at historically Black colleges and universities (HBCUs) and minority-serving institutions. We supplemented this work by our new Director of Student Recruitment and Engagement with a workshop on how to provide a welcoming environment for prospective students, from recruitment through orientation. The workshop targeted IDARE representatives, program directors, and academic coordinators. This work is also supported by the new University-wide Vivien Thomas Scholars Initiative, which will provide support for PhD students in STEM fields who come from HBCUs and minority-serving institutions.

Developed a School-specific, cohort-based leadership curriculum targeted for mid-career faculty members, more than 50% of whom will comprise historically underrepresented and women faculty, with the potential to be the future leaders of public health.



The Power of People

Promote wellness, work-life balance, and opportunity

Established a Staff Assembly to foster greater communication between staff and the School's leadership, faculty, and students. The Assembly seeks to promote a climate that supports staff participation in deliberations and decisions affecting not only the professional concerns of the staff but also the overall well-being of our School and community.

Launched the twice weekly SPHeed Read newsletter to improve information- and knowledge-sharing internally. The newsletter is a one-stop shop for School announcements, events, reminders, accolades, work features, and more.



■ Worked to ensure the productivity and well-being of our School community at multiple levels during the pandemic.

- Partnered with the University to provide support for both students and faculty who were financially challenged by the pandemic.
- Surveyed faculty on stressors and factors influencing productivity and used their responses to develop several initiatives aimed at addressing challenges of the remote work environment, including implementation of an automatic one-year extension to the promotion clocks of faculty and updating the faculty CV template to highlight the impact of practice contributions.
- Convened a COVID Mental Health Task Force that distributed wellness messages, wrote social media and op-ed content, and created and posted tip sheets for specific audiences across the School.
- Developed a peer-led workshop, InThisTogether, aimed at increasing awareness of mental health issues that students, staff, and faculty may be facing during the pandemic, and orienting participants to available resources. More than 80 facilitators were trained, and the workshops were delivered in all departments.
- Maintained quarterly Writing Accountability Groups aimed at providing structured time for writing and increasing productivity.
- Established twice-monthly meeting-free workdays designed to reduce Zoom fatigue and increased flexibility over the summer months through endorsement of a “Summer Reset.”
- Granted students pass/fail options for all of their courses, recognizing the challenges associated with learning during the pandemic. Additionally, we increased student hardship support to provide financial assistance during uncertain times.

■ Established a Faculty Senate working group focused on the non-tenure track experience, as part of our commitment to ensuring productivity and satisfaction across the non-tenure faculty ranks. A survey on the non-tenure faculty experience was administered to all non-tenure faculty in Summer 2021. The Senate is developing a report and recommendations from these efforts.



The Power of People

ONGOING PRIORITIES

To continue to realize the power of people, we will focus on the following efforts:

- Continuing to execute on the School's IDARE action plan in concert with the University's second Roadmap on DEI. We will ensure that adequate resources are made available to support these activities. In the coming year, the IDARE Office will review and revise policies, practices, and procedures to ensure adherence to IDARE principles; develop and communicate clear procedures for reporting bias issues; and provide support for the School's uptake of University-wide anti-bias training initiatives.
- Publishing annual reports on the status of diversity and inclusion for faculty, students, and staff, and presenting the results at the annual State of the School address.
- Developing and monitoring benchmarks to assess the IDARE climate at the School based on annual surveys. Beginning in 2023, the results of the surveys will be incorporated in the annual diversity and inclusion reports.
- Creating an endowment in the Bloomberg American Health Initiative for a faculty member who works in equity and one of the five focus areas.
- Improving the visibility of student affinity and networking groups, working with the University, and providing support for these groups to be successful in their stated goals.
- Continuing to prioritize the recruitment of faculty scholars who focus their research and teaching on IDARE principles and their impact on public health. We will also seek to raise philanthropic support to target opportunities for faculty recruitment.
- Implementing recommendations of the Faculty Senate's non-tenure track faculty committee, specifically partnering with the Vice Dean for Faculty to develop department-level guidelines for mentoring non-tenure track faculty and reviewing faculty titles.
- Exploring networking and mentoring needs of our international faculty to support their community-building and engagement within the School.
- Examining both equity and competitiveness of our faculty salaries carefully. We will revisit our annual in-depth salary equity analysis and make changes as needed. We will present the results of the equity analysis, together with a comparison of salaries with our peers, and make appropriate recommendations regarding starting salaries and start-up packages to ensure our competitiveness.





ONGOING PRIORITIES

- Empowering the newly formed Staff Assembly to participate in and advise on policies and initiatives that affect staff and develop a plan of action with concrete short- and long-term goals.
- Developing and implementing a strategic Staff Diversity Leadership Plan to increase advancement of BIPOC staff with a focus on increasing representation and retention in the executive/administrative and managerial employee groups.
- Elevating our commitment to overall worker well-being and developing strategies for improving our work environment as it evolves post-pandemic. We will focus efforts on creating structural changes that will foster improved flexibility in when and where people work and the promotion of work-life balance at all levels of the institution, including continuing no-meeting and meeting-less workdays. We will continue to evaluate best practices for working remotely, ensuring productivity and engagement for our faculty and staff, regardless of where they work.
- Prioritizing a physical layout of the new building that optimizes the flexible work arrangements that underpin the future of how we work while enhancing space for community and collaboration, social hubs for informal interactions, and a welcoming and sustainable environment for our faculty, staff, and students.

The Power of Advocacy

OUR GOAL

To communicate and advocate for the value of public health.

To change how the public and decision-makers think about the value of public health and to be a leading voice in framing health as a human right, we proposed to 1) prioritize our role as an honest and nonpartisan broker of public health information and find new and compelling ways to communicate the impact of our work with a focus on showing how the science and practice of public health impact lives every day; and 2) convene inclusive and open discourse about major public health issues that can inform our science and boost our efforts to advocate for evidence-informed solutions that will make a difference.





Reflections on the Changing Landscape

The COVID-19 pandemic gave new urgency and prominence to the importance of communicating our discoveries and sharing knowledge in ways that are digestible and trustworthy to inform evidence-based decision-making. If people don't understand and trust the evidence we produce, its impact is limited. We also recognized, more than ever before, the importance of demonstrating how the science and practice of public health impact lives every day.

We saw firsthand that good science is not good enough. We must intervene in the larger political, economic, and social arenas and more fully engage in advocacy that will lead to programs and policies that protect the public's health. The bold decision

to formally integrate advocacy into our priorities as a strategic pillar for the School has taken on heightened importance.

Public health has been hobbled by decades of neglect and held back by politics. That is changing. The value of public health has been recognized yet again. We must seize this moment in history and the spotlight on public health's strengths and weaknesses to build the political will to re-envision public health and rebuild our public health systems. We must ensure that public health is fully integrated with domestic and global health care systems and focuses on prevention as much as on cures.

Embracing open and meaningful civic engagement that bridges political divides

and overcomes bias in our efforts at communication and advocacy is critical in making social, cultural, and policy change possible.

The Power of Advocacy



MAJOR ACCOMPLISHMENTS

Be a trusted broker of public health information and communicate the impact of our work to inform the translation of the science into programs and policy

- Elevated the role of communications in the School. We hired the first Associate Dean for Communications and Marketing and supported the growth of the team and investment in new products and initiatives. Under this new leadership, the Communications team has won three national awards and grown the School's audience on every platform.
- Expanded and elevated the ways we share our public health expertise and recommendations, including more frequent webcasts and briefings for media. Our faculty experts appear weekly on Bloomberg News TV and Radio to share insights and findings on timely public health topics. Our media placements in 2020 exceeded 4,300, up 437% compared to 2019. The Communications team also expanded our native social media content to share public health expertise in highly visual, accessible, and even humorous ways. Facebook likes have grown by 258% and Instagram followers by 753% since 2019, totaling nearly 1 million followers across all platforms.
- Launched new digital products to reach target audiences with public health information and answers to their public health questions. This includes the launch of the Expert Insights newsletter, the Public Health On Call podcast, and a new stream of informative articles on our redesigned flagship website. The Expert Insights newsletter now has more than 82,000 subscribers, the podcast has more than 6.5 million downloads, and our website attracted more than 7 million visitors in 2020 and more than 9.2 million in 2021.
- Hosted Spotlight Series events featuring alumni working on critical public health issues such as health equity, COVID-19, mental health, and violence prevention.
- Leveraged the attention that public health and the University have received in response to the COVID-19 pandemic. Our experts were leading contributors to the global COVID-19 response and the University's Coronavirus Resource Center. Our content experts have been widely sought after for insights into the pandemic and its impact.
- Appointed a journalist-in-residence with support from the Commonwealth Fund. The journalist, appointed by the Department of Health Policy and Management, is teaching students about the changing role of the media in public health.
- Continued to cosponsor the Association of Health Care Journalists annual conference to educate journalists on covering health-related topics.

Boost our efforts to advocate for evidence-informed solutions that will make a difference

- Recruited the inaugural Deans Sommer and Klag Professorship Professor of the Practice in Public Health Advocacy to lead the Center for Public Health Advocacy.
- Developed a new five-year plan for the Center for Public Health Advocacy. Under the leadership of the new director, the plan will guide its mission-focused efforts to “advance the art and science of effective evidence-based public health advocacy through excellence in teaching, translation, and taking high-impact, high-profile action.”
- Secured major philanthropic gifts to support the expanded role of the Center for Public Health Advocacy. The first gift from Sid and Helaine Lerner provided an endowment to support the Professor of the Practice. Additional five-year funding from Helaine Lerner supported the strategic merger of the Lerner Center for Health Promotion and the Center for Public Health Advocacy—to be renamed the Lerner Center for Public Health Advocacy—to become the epicenter of education in public health advocacy and foster a culture of advocacy. Additional funding from the Bloomberg Philanthropies provided endowment for the Center to support educational and training activities that will benefit the Bloomberg American Health Initiative and the broader advocacy mission of the School.
- Secured endowment for the Dana Feitler Professor of the Practice in Gun Violence Prevention and Advocacy through generous support from the family of Dana Feitler, a young woman committed to social good who was killed in an armed robbery in 1989.
- Founded a Stand With Public Health coalition, with more than 20 national organizations advocating for greater public investment in public health infrastructure and support for public health officials against threats, harassment, and rollback of public health authority through congressional testimony, media appearances, webcasts, reports, publications, and a call-to-action website.

“

Public health advocacy has the power to improve all lives through evidence-based action. That is the ethos we hope to broadly inspire.

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Shelley Hearne, DrPH, MPH

Director
Center for Public Health Advocacy

The Deans Sommer and Klag
Professor of the Practice in Public
Health Advocacy

The Power of Advocacy



ONGOING PRIORITIES

To continue to realize the power of advocacy, we will focus on the following efforts:

- Building on the infrastructure we have created to communicate the value of public health at home and around the world, to inform the public, and to engage target audiences.
 - Optimizing and enhancing our redesigned flagship website to allow us to build on our strategy as we work to keep our record number of subscribers and followers interested, informed, and activated on pressing public health issues.
 - Covering other high-priority issues, as we did with COVID-19, including emerging issues stemming from COVID-19; epidemics such as gun violence and opioid overdose; climate change; investment in public health infrastructure; preparing for and preventing the next pandemic; and pursuing health equity.
 - Showcasing the importance of public health leadership and training and continuing to pursue marketing efforts that attract the next generation of public health leaders, with particular attention to investing in low- and middle-income countries.
 - Expanding efforts to build capacity and skills internally and to coordinate strategy with communications associates across all of our School's departments, centers, and institutes.
 - Integrating our IDARE commitment into content features and marketing campaigns, with the goal of communicating our values and attracting a diverse community.
- Executing on the Lerner Center for Public Health Advocacy's five-year plan with a focus on:
 - Developing the nation's first comprehensive public health advocacy training program that will boost the field and train the next generation to be proficient in advocacy and strategic communications.
 - Launching the Lerner-supported Alfred Sommer and Michael Klag Advocacy Prize and Awards, which will be used to elevate faculty advocacy accomplishments and to support and encourage faculty to engage in advocacy. These high-profile awards will be designed to raise the visibility of advocacy as an essential area of public health practice and reward exceptional advocacy practice as an important metric for academic promotion and growth.



ONGOING PRIORITIES

- Transforming the existing Helaine and Sidney Lerner Professorship into a Professor of the Practice in Media Advocacy and Communication and recruiting the inaugural holder of the professorship.
- Establishing two to three partnerships with evidence-driven advocacy organizations to support and engage on issue campaigns. Collaborations will be designed to achieve significant policy impact while providing cross-training opportunities through practicums, internships, shared postdoctoral positions, adjunct faculty, and senior fellowships for our faculty to enhance frontline advocacy experience.
- Establishing the Lerner Advocacy Innovation Fund to sow and incentivize a culture of advocacy in the School, with a particular focus on supporting early career faculty in these efforts.
- Developing white papers and continuing to work with partner organizations to advocate for the greatest needs of the public health community over the next year.
- Increasing opportunities for faculty and students to interact with policymakers at the local, state, federal, and international levels. In collaboration with the University and its new campus at 555 Penn, we will develop expanded programming opportunities in Washington, D.C., such as sponsoring congressional briefings on selected health-related topics.

CONCLUSION

The Bloomberg School's 2019–2023 strategic plan has guided our efforts through three years of challenges and opportunities. Its clear principles and priorities have again and again helped define a course of action and align our efforts across so many diverse fields and disciplines.

As the considerable evidence in this report demonstrates, our faculty, staff, and students have embraced the plan's vision for the School. Across education, science, people, partnerships, and advocacy, our community has responded to exceptional challenges with creativity, expertise, and hard work.

Their continued commitment to this plan in its remaining years will help realize its full potential as we all work for a healthier, more equitable world.





JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH

publichealth.jhu.edu/about/our-strategic-priorities