

3.2 Service. The school shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.

Service is a core component of the mission of the College of Public Health and Health Professions. It is the primary function of Goal 3:

Lead and actively participate in serving our university, our professions, and individuals and communities

Service to the College and the University are described in criterion 1.5.d. In this section, community and professional service are addressed.

Required Documentation

3.2.a Description of the school’s service activities, including policies, procedures and practices that support service. If the school has formal contracts or agreements with external agencies, these should be included.

As discussed under Criterion 1.4, the College has embraced the principle of “Service Plus,” which emphasizes the responsibility of the College to provide service to individuals and populations in need in the United States and abroad, while also meeting our responsibilities to provide educational opportunities for our students and conduct research that is directly relevant to those groups. Within this context, the Dean and department chairs support and encourage a variety of service projects, some of which are carried out by individual students or faculty; others are organized by departments, programs or student organizations for group participation.

Service activities are conducted throughout the academic year in the North Central Florida area around Gainesville. Community service activities in which students and faculty work together include community health fairs, screenings for hearing loss and memory problems, the annual March of Dimes Walk, and various activities in support of Ronald McDonald House and St. Francis House, a shelter for homeless individuals and families. In addition, the Beta Upsilon Chapter of Delta Omega sponsors at least one day of service each year.

As indicated previously, HealthStreet is a major community-based initiative of the Department of Epidemiology that assesses health conditions and needs of the community and, based on those needs and concerns, offers services and referrals to social and medical services. HealthStreet also works to reduce disparities in health research by linking people to health studies, matched to their needs and concerns. The program’s community health workers visit people at laundromats, grocery stores, bus stops and other places in Gainesville and Jacksonville daily to speak with residents about their health and needs. They conduct 15-minute health assessments, asking about health history, and top health and neighborhood concerns. The HealthStreet office offers a clothing closet, toiletry pantry, HIV testing, educational classes and blood pressure

checks, as well as other services. On April 5, 2013, HealthStreet was recognized by UF President Bernie Machen with a UF Champion for Change Award for championing community engagement efforts for social equity, at the University's Earth Day celebration.

The College also offers educational services to the community through various seminar series, such as the Seminars in Contemporary Public Health Issues and the College's Distinguished Scholar Lecture Series. The Florida Center for Medicaid and the Uninsured sponsors an annual statewide conference on Medicaid and insurance issues in Tallahassee. This is a primary vehicle for keeping state legislators and administrators abreast of developments in the field.

Each year, global health service projects are conducted by interested groups of faculty and students. For example:

- Public Health students and faculty make two-three trips to Gressier, Haiti annually. The College has been involved in immediate post-earthquake relief, immunizing school-age children, assessing needs for health services, investigating the 2010 cholera outbreak, school-based nutrition programs, and construction of the UF Public Health Laboratory. Plans are now underway to expand health education in schools and homes, with a special focus on sanitation, nutrition, mental health and addiction services. These activities are part of the Dean's service plus initiative in Haiti, "A Better Tomorrow for Haiti" <http://global.phhp.ufl.edu/better-tomorrow-for-haiti/>.
- Faculty in the Department of Behavioral Science and Community Health have conducted ongoing needs assessments and service delivery in El Salvador each year since 2007.
- Doctor of Audiology students and faculty travel to the Yucatan Peninsula of Mexico to provide free hearing health care to the underprivileged on an annual basis. They administer audiometric evaluations including otoscopy, tympanometry, standard audiometric screenings and electrophysiologic testing. They also clean hearing aids, provide free batteries, make ear mold impressions, and fit newly diagnosed individuals with donated hearing aids. Individuals identified with a hearing loss and need for treatment are referred for follow-up care.
- Members of the Department of Physical Therapy travel annually to the Universidad Nacional Autonoma de Nicaragua in Managua to provide information on current physical therapy techniques and treatments. Limited access to continuing education and Spanish language textbooks has put the Nicaraguan physical therapy curriculum 10 to 15 years out-of-date.

These projects and more are strongly encouraged by the College and the University.

Specific University rules governing service activities are listed in Table 3.2.a.1.

Table 3.2.a.1 Selected University of Florida Rules Governing Service

Specific UF Rule Number	Title
UF – 1.011	Disclosure and Regulation of Outside Activities and Financial Interests
UF – 2.0151	Promotional Trade-Outs, Giveaways, In-Kind Exchanges
UF – 2.016	Public Function Policy
UF – 7.032	Personnel Exchange Program
UF – 7.019	Tenure and Promotion

<http://regulations.ufl.edu/>

3.2.b Description of the emphasis given to community and professional service activities in the promotion and tenure process.

The Promotion and Tenure Guidelines,

<http://facstaff.phhp.ufl.edu/services/humanresources/Faculty/PHHPTenurePromotionGuidelinesSept03-posted2-2013.pdf>, are explicit in the importance of service for academic advancement. Promotion to both associate professor and professor requires a record of satisfactory or better performance in three categories of professorial activities: teaching, research and service. Candidates must also demonstrate a record of distinction in research and a record of distinction in either teaching or service. Indicators of progress toward establishment of a national research reputation for promotion also include service distinctions, for example, service on the editorial board of scientific or professional journals, or service on study sections or review panels of grant funding agencies.

Distinction in service to the University is indicated by service that is beyond that expected in typical duties. Examples include: chairing a College and/or University committee; serving as an undergraduate or graduate coordinator; serving as a committee member or officer in a state, regional, national or international organization; serving on an accreditation committee of a recognized accrediting body; and providing significant, professionally-related service to the community.

The University has two non-tenure accruing tracks that require a record of service for promotion – lecturer and clinical. Promotion within the lecturer and clinical tracks requires a record of satisfactory or better performance in teaching and service. A candidate for the rank of Master Lecturer must also demonstrate a record of distinction in his or her primary area of assignment (i.e., teaching) and in one additional area of professional activities (i.e., service or research). A candidate for the rank of Clinical Associate Professor must also demonstrate a record of distinction in his or her primary area of assigned responsibilities (i.e., either teaching or service). For promotion to Clinical Associate Professor, “distinction” means above or beyond the expected typical performance of a Clinical Assistant Professor in the candidate’s field at institutions comparable to the University of Florida. The Guidelines for Appointment and Promotion in Tenure-Ineligible Faculty Positions are posted on the College website at

http://facstaff.phhp.ufl.edu/services/humanresources/Faculty/Tenure_Ineligible_Guidelines2004-02212013.pdf.

As discussed under Criterion 4.2.c, the College guidelines for tenure and promotion are currently under revision. However, the modifications under consideration will not affect the emphasis given to service activities.

3.2.c A list of the school's current service activities, including identification of the community, organization, agency or body for which the service was provided and the nature of the activity, over the last three years. See CEPH Data Template 3.2.1. Projects presented in Criterion 3.1 should not be replicated here without distinction. Funded service activities may be reported in a separate table; see CEPH Data Template 3.2.2. Extramural funding for research or training/continuing education grants should be reported in Templates 3.1.1 (research) and 3.3.1 (funded workforce development), respectively.

Table 3.2.c.1 is a list of service activities conducted by faculty in the College during the past three academic years. The list demonstrates a broad range of contributions to the United States and global community and to the professions represented by our faculty. Table 3.2.c.2 lists all externally-funded service activities for fiscal years 2011 through 2013. During this period, all departments received at least one grant or contract to support service. The total amount of external funding during the three year period was \$825,994. Projects were funded by CDC, Florida Department of Health, the UF Area Health Education Center Program, and NIH, among others. Projects focused on community engagement, health disparities, needs assessments, data analysis, testing for infectious diseases, and health education. Both tables are in the Resource File.

3.2.d Identification of the measures by which the school may evaluate the success of its service efforts, along with data regarding the school's performance against those measures for each of the last three years.

Table 3.2.d.1 includes four measures of service activity with corresponding values and targets. Almost 40% of faculty members were involved in community and/or professional service of some type. Since most faculty members are tenure track and have significant responsibilities for research and teaching, we believe this is a reasonable level and have set our target at 40%. Our initiatives at HealthStreet and in Haiti are relatively new and growing. We plan to continue to grow in these areas. HealthStreet has recently expanded to Jacksonville, and the College has applied for two Fogarty Awards to support student and faculty activities in Haiti. Almost 40% of PHHP students were involved in community service in 2012-13. Engaging students in community service is an important means of communicating the values of the College, especially diversity, respect for human dignity, social responsibility and teamwork. We have set a target of 50% for this measure.

Table 3.2.d.1 Outcome Measures of Community/Professional Service

Outcome Measure	Target	2010-11	2011-12	2012-13
Percent of primary faculty involved in public service with individuals/organizations outside UF				
PH	40%	36.1%	26.8%	37.8%
PHHP	40%	43.9%	39.1%	39.3%
Number of individuals linked to UF services or research projects through Health Street				
Minority	2000	125	2370	1762
Not minority	1500	46	944	1146
Number of faculty and students participating in UF-sponsored projects in Haiti				
Faculty	20	5	9	14
Students	14	0	9	9
Percent of students involved in community service projects				
MPH	50%		35%	39%
PHHP	50%	NA ¹	26%	38%

¹Students were surveyed in spring 2012 for the period 2010-11 through 2011-12.

3.2.e Description of student involvement in service, outside of those activities associated with the required practice experience and previously described in Criterion 2.4.

Students in the College are eager to provide service to the community through internships, the student organizations affiliated with the academic degrees in the College (e.g. Public Health Student Organization, the Health Administration Student Association), the interdisciplinary College Council, faculty-sponsored projects, and the Public Health-Health Professions Demonstration Projects, which encourage collaboration across disciplines (see criterion 1.4.c). In 2012-13, 38% of respondents to the College-wide student survey participated in community service. Selected examples of recent activities are described below.

SWAG Oasis. This program was developed to increase access to fresh fruits and vegetables in an area of Gainesville that has been deemed a “food desert” by the USDA. As with many food deserts throughout the United States, this area is home to a predominately low income population, living greater than a mile from a supermarket with limited access to transportation. Students acquired a small grant to address this access issue and conduct research on the process and outcomes of the project. They partnered with the Southwest Advocacy Group (SWAG), a non-profit organization which provides resources to this area of Gainesville, and Florida Organic Growers, which assisted with development of a community garden and arrangements with a local convenience store to provide low priced, fresh, local, organic produce. SWAG Oasis also provides cooking demonstrations and other health and nutrition education opportunities to the community.

Presidential Service Awards. Three PHHP students received UF Presidential Service Awards in 2013. These awards recognize undergraduate and graduate students who have

dedicated their time and efforts to promoting social justice, community awareness and civic engagement on campus and in the community. Students receive the award based on performing 100 or more hours of service during the past year. The MPH student who won an award is president of UF's Arts in Health Student Organization. She also volunteers with the Global Alliance for Arts in Health as the leader of the Students Taking Action Special Interest group. She is a project manager of the HOPE Worldwide Gainesville chapter, coordinating the Martin Luther King Jr. Service Day and the bi-annual canned food drives. She is also a volunteer community partner for the Area 3/13 Minority AIDS Program.

Public Health Student Organization (PHSA). PHSA is a very active student organization which, among other activities, develops two significant service projects per semester, and organizes events for World AIDS Day in December and Public Health Week in April each year. In 2014, PHSA is collaborating with other student organizations and the UF AHEC Program to sponsor a series of high profile events during Public Health Week. PHSA meeting minutes and activity announcements are in the Resource File.

BHS Service Learning. Students in the Pre-Public Health track of the BHS program are required to take a service learning practicum which offers the opportunity to work with community partners to identify critical needs while providing meaningful and purposeful service that integrates reflection, social context and social justice. By identifying and addressing real community problems, students strengthen their civic responsibility and learn to apply classroom learning in the real world.

Specific projects and activities in which PHHP students were involved in 2012-13 are listed in Table 3.2.d.1 in the Resource File.

3.2.f Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths:

1. The College has a long-standing commitment to community and professional service. This commitment is captured in the Dean's initiative, "Service Plus," and in the mission, goals, objectives and values of the College.
2. A record of service and, depending on track, distinction in service, is required for promotion in both tenure accruing and tenure ineligible tracks.
3. The College and specific departments have developed service projects and encourage faculty and students to engage with them.
4. 40% of faculty members are actively engaged in a broad range of community and professional service activities.
5. In the past three years, the College has acquired almost \$900,000 in external funding for service projects.

6. Almost 40% of students are actively involved in service projects throughout the academic year.

Weaknesses:

1. None identified

Plans:

1. Continue to encourage faculty and students to engage in service activities.
2. Assure that student organizations include service as part of their responsibilities.
3. Continue the Public Health – Health Professions demonstration projects that promote collaborative activities among public health and health professions faculty and students.
4. Continue to build and institutionalize College and department-sponsored service activities.
5. Continue to apply for external support for service projects.