

## E5. Faculty Extramural Service

The school defines expectations regarding faculty extramural service activity. Participation in internal university committees is not within the definition of this section. Service as described here refers to contributions of professional expertise to the community, including professional practice. It is an explicit activity undertaken for the benefit of the greater society, over and beyond what is accomplished through instruction and research.

As many faculty as possible are actively engaged with the community through communication, collaboration, consultation, provision of technical assistance and other means of sharing the school's professional knowledge and skills. While these activities may generate revenue, the value of faculty service is not measured in financial terms.

**1) Describe the school's definition and expectations regarding faculty extramural service activity. Explain how these relate/compare to university definitions and expectations.**

The college values faculty extramural service through a "service plus" model — a model that goes above and beyond research and teaching. This model emphasizes the responsibility of faculty in 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 to conduct research that is directly relevant to the people we serve. Faculty participate in a range of activities; many contribute an average of 10% to service activities. Expectations for satisfactory performance, with the exception of single mission faculty, are outlined in offer letters and discussed with the chair at annual faculty meetings.

Efforts included as extramural service include:

- Organizing a UF event for the community (whether local, regional or national) or presenting research findings to the community
- Serving on a UF committee or board representing UF to facilitate community engagement
- Serving on academic committees that are focused on community engagement and/or community service
- Teaching UF students or staff in registrar-controlled classes or through UF distance education about community service/engagement
- International aid trips providing public health and health care collaborations on behalf of UF
- Serving as program manager for a federal agency focused on community service or engagement working on assignment through PHHP
- Supporting UF's Partnership School Effort with Howard Bishop Middle School, a Title I school located in Gainesville.
- Assessing Needs and Concerns for the UF Health Form 990 for Community Benefit
- Serving the community through the HealthStreet program, a community engagement program of the University of Florida
- Service on editorial boards
- Serving as a peer reviewer/grader for abstract submissions to extramural, regional, national and international meetings
- Serving as a peer reviewer of research proposals for funding agencies, including federal and other major research study sections
- Membership and leadership within leading national scientific societies of the candidate's field
- Serving as chair or moderator of sessions for presenting original research at national meetings
- Attending a scientific or educational conference, colloquia, symposium, workshop or seminar representing UF, including serving as an educational speaker/presenter/panelist and/or giving an invited lecture or talk

- Reviewing books or journal articles for the field
- Serving as members of community advisory boards
- Collaborating with other colleges to offer free therapy night, vision services and peer support groups for the community
- Setting up testing support for COVID-19 testing for UF Health

**2) Describe available university and school support for extramural service activities.**

PHHP and UF leadership work every day for the mission of the university “to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit.” The university also states that “service reflects the university’s obligation to share the benefits of its research and knowledge for the public good. The university serves the nation’s and the state’s critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce.”

PHHP’s mission also highlights these values:

“We shape tomorrow’s public health and health professionals through dynamic and responsive educational programs, transformational research, groundbreaking discoveries, and equitable health-related service. Our collaborations within the college and beyond advance the breadth of knowledge, the quality of science, and the attainment of professional distinction.”

To support these missions, the president, VP for health affairs, office of research, chief operating officer, and all leadership at UF and the college support service to the community. Faculty in the college devote differing effort amounts to service depending on the assignment from the chair. The average effort is typically 10%. Examples of both internal and external service activities that are common in PHHP are enumerated in E5.1. Specific service activities are described in E5.3 and E5.4.

**3) Describe and provide three to five examples of faculty extramural service activities and how faculty integrate service experiences into their instruction of students.**

Dr. Catherine Striley, Associate Professor of Epidemiology, is a member of the Gainesville Food Policy Council and meets monthly with a large group of farmers, program administrators, community leaders and advocates, government leaders and social service leaders to address food security. Food insecurity as well as food safety and sustainability are large public health problems in the area the college serves. This integrated approach implements plans to improve food security across the region. Food insecurity is linked to many negative health outcomes, including worsened outcomes in mental health and substance use problems. This provides opportunities for Dr. Striley to consider linkages between food and health in course work and assignments. One specific assignment asks students to consider the social determinants of food insecurity and its relationship to retention in medical treatment. Dr. Striley coordinates the required population health course for first-year medical students; they are exposed to this social issue when they visit a food pantry and consider solutions to food insecurity. Based on this assignment, in 2016, the class decided to begin a food drive. Leaders of the food pantry, faculty from extension services and Dr. Striley present data to the students and encourage collaboration. This has been expanded with COVID-19, where students volunteer to distribute food to the community.

In response to COVID-19, Epidemiology faculty members, including Jerne Shapiro and Cindy Prins, partnered with the Alachua County Health Department to conduct contact tracing activities for COVID-19 positive faculty, staff and students. This process has involved numerous graduate students from the college, some of whom are enrolled in a PHC 6905 Independent Study: COVID-19 Field Experience course. In addition to contact tracing activities, the students have created an additional contact tracing questionnaire to help determine specific locations and

activities that may put people at risk of contracting COVID-19, in order to better inform policy decisions.

Dr. Linda Cottler, Professor in the Department of Epidemiology, is the director of HealthStreet, UF's community engagement program. The backbone of this program is the Community Health Worker (CHW). CHWs meet people where they are in the community and assess their needs and concerns, which can result in referral to medical and social services and opportunities to participate in health research. Dr. Cottler and associated faculty working with HealthStreet provide opportunities for students to intern; students analyze data, conduct outreach, publish manuscripts and provide services. Faculty in Epidemiology integrate HealthStreet activity into their courses and provide specific activities for students to engage in.

**4) Describe and provide three to five examples of student opportunities for involvement in faculty extramural service.**

Students are also involved with Drs. Robert Cook (Department of Epidemiology), Ronald Cohen (Department of Clinical and Health Psychology) and Krishna Vaddiparti (Department of Epidemiology) in the Southern HIV and Alcohol Research Consortium (SHARC), one of five national consortia for HIV/AIDS and Alcohol Research Translation. This group includes Brown University, Yale University, Johns Hopkins University and Boston University. SHARC has a year-long professional development program that meets monthly. Though the program includes trainees from multiple colleges, the majority of trainees are from PPHP. Students sign up to participate in this program in addition to their regular classes, and progress through up to three levels of the program by attending research talks, participating in community engagement related to research and learning about others' work. All students are involved in research with Drs. Cohen, Cook, and Vaddiparti and also volunteer for the HIV-positive and HIV-at-risk communities and LGBTQ communities. Faculty and students participate in events such as the PRIDE parade and Day of Remembrance, as well as other community events. This community service helps students and faculty better understand risk and resilience and the people behind the statistics.

Students also participate in a variety of community service activities, one of which is the Howard Bishop Middle School Change Makers program. In this innovative program, PPHP students mentor sixth and seventh graders two nights a week during the spring semester in Science, Technology, Engineering and Math (STEM). At the end of the semester, the students present their projects to their parents and peers. This collaborative program includes students and faculty from the Departments of Epidemiology (Drs. Striley and Cottler), Biostatistics (Dr. Lee) and Environmental and Global Health (Dr. Sabo-Attwood). The Change Makers program is funded by UF's chief operating officer and is an after-school service project.

In 2019, Dr. Tara Sabo-Atwood (Department of Environmental and Global Health) developed a college-wide Wellness Program. This creative initiative incorporates contemporary strategies to promote multiple dimensions of wellness: emotional, environmental, financial, intellectual, occupational, physical, social and spiritual. The program is available to all PPHP faculty, staff and students. Students have spearheaded efforts and become engaged in the efforts. The program is providing leadership opportunities as well as resources and opportunities for students, staff and faculty to enhance their health and well-being. The program offers innovative programming throughout the academic year and engages in research efforts to deliver effective programming.

Many of the faculty members serve as associate editors, editorial board members or ad hoc reviewers for prestigious journals. Knowing how to review scientific manuscripts is an important skillset for our graduates. To prepare students, faculty invite them to participate in the peer review process of a manuscript, with the editor's permission. Students learn how to peer review manuscripts and learn about the importance of upholding ethical standards in the peer review process. They also learn how to write a succinct evaluation of other's work.

- 5) **Select at least three of the indicators that are meaningful to the school and relate to service. Describe the school’s approach and progress over the last three years for each of the chosen indicators. In addition to at least three from the list in the criteria, the school may add indicators that are significant to its own mission and context.**

As shown in Table E5-5 below, in the first row, a high proportion of our faculty are involved in extramural service (78% in FY2020) and the types of service they are involved with are outlined with bullets on the first page of this section. The repertoire of activities includes local, regional, state of Florida, national and international activities. Specific types of service include editorial board service, peer reviewer/grader of abstract submissions to extramural, regional, national and international meetings, peer reviewer of research proposals for funding agencies, including federal and other major research study sections, membership and leadership within leading national scientific societies in the candidate’s field, chair or moderator of sessions for presenting original research at national meetings, scientific or educational conference, colloquia, symposium, workshop or seminar representing UF, educational speaker/presenter/panelist, invited lecturer, and reviewer of books or journal articles for the field.

The second row shows the number of community based service projects. The activities include HealthStreet’s many activities in the field, organizing local, regional and national events for the community, such as Our Community Our Health Town Hall Meetings, representing UF on external committees that facilitate community engagement, medical aid trips on behalf of UF, serving as program manager for a federal agency focused on community service or engagement working on assignment through PPHP, assessing needs and concerns for the UF Health Form 990 for Community Benefit, collaborating with other colleges to offer free therapy night, vision services, peer support groups for the community, and standing up testing for COVID-19. In 2017-2018, 40% of the faculty were involved in the 61 relevant community-based service activities. In 2018-2019, the same percentage of faculty were involved, but the number of projects increased to 78 and in 2019-2020, 44% of faculty were involved in 82 projects.

Public/private or cross sector partnerships are listed in row 3. Partnerships include working with foundations, boards, serving on academic committees that are focused on community engagement and/or community service, supporting UF’s Partnership School effort with Howard Bishop Middle School in East Gainesville on the cabinet, serving as members of advisory boards and other statewide committees.

Detailed lists of faculty involvement for community-based and cross-sector partnerships for FY2018-2020 can be found in ERF E5.

As shown in the final column, there has been a meaningful increase in the number of service projects and engagements.

<b>Table E5-1: Service Indicators</b>			
<b>Indicator</b>	<b>AY 2017-2018</b>	<b>AY 2018-2019</b>	<b>AY 2019-2020</b>
Percent of faculty (primary instructional faculty) participating in extramural service activities	77%	73%	78%
Number of community-based service projects	61	78	82
Public/private or cross-sector partnerships for engagement and service	54	72	78

**6) Describe the role of service in decisions about faculty advancement.**

The role of service is outlined in the college Promotion and Tenure Guidelines. Faculty are expected to document all of the activities to the chair during annual meetings; these activities are also documented in promotion and tenure materials. These activities include:

- **Service to the department, college, or university:** service on the college's Faculty Council or the university's Faculty Senate; mentorship of junior faculty; service or leadership on departmental, college or university committees; contributions as a faculty member to the operation, development and improvement of the department or college; service or leadership on search committees; program development; undergraduate, graduate or professional program coordination.
- **Service to the profession and scientific organizations:** participation in committees and governance of regional or national professional/scientific societies; participation in committees and bodies advisory to government agencies and foundations; service on committees to develop clinical practice guidelines or to formulate health care policies.
- **Professional service in clinical and community settings:** clinical service, including consultations, assessments or interventions with adults and/or children; education or professional consultation to the lay community; presentations outside the institution about the activities of the educational, discovery, patient care or public health activities of the college; representation of the college on community committees, advisory boards and in community activities.

**7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Strengths:

- The service plus model is the hallmark of PPHP. Each department considers these activities to be of high value to enhancing the impact of the college's contribution to public health. Many faculty are involved in service to the university, the college, their professions, and to the community.
- Many faculty hold leadership positions within the organizations they serve.
- Many of these service activities are captured annually on our faculty activity report. Of note, since March 2020, the faculty have not only continued their commitments, but also increased their commitments.

Weakness:

- The FAR may not be capturing all of the activities in which faculty are involved.
- Since March of 2020, a variety of important service activities, such as COVID testing and contact tracing on campus and in the community, have increased substantially, but sustainability of these service activities (with respect to faculty time and financial support from the college) has not yet been addressed.

Plans for improvement:

- Develop a more extensive list of discreet service opportunities that faculty may document on their annual FARs.
- Examine ways to sustain service activities via future college-wide town hall meetings or retreat.