

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.*

GWSPH's expectations regarding faculty extramural service activity aligns with the university's expectations, which are that academic personnel have a responsibility to engage in service. Specifically, the Faculty Code states that "members of the faculty shall strive for the advancement of knowledge and to grow in professional competence by means of effective teaching, sound scholarship, and productive service (including by participation in the activities of professional societies) in accordance with the terms of their faculty appointment."

GWSPH encourages faculty to engage in health-related service activities. Full-time faculty are prohibited from holding a faculty position at another university except in rare instances (which must be approved by the provost). In addition to engaging in noncompetitive service, faculty are required to complete the annual [Conflict of Interest](#) to ensure that extramural service does not create a conflict or appearance of a conflict, commitment or professional judgment. All service activities engaged in by faculty are approved by supervisors.

Aside from expected service to the university, service may also include service to professional organizations or to local, national and global communities.

- Service to the university includes:
 - Providing broad public health education to the entire GW undergraduate student body
 - Offering various exercise classes to GW faculty and staff free of charge
 - Providing expert input on public health issues such as student suicide, Ebola, synthetic turf and others
 - Serving on university committees
- Service to professional organizations includes:
 - Directly advising government agencies and other policymaking bodies
 - Serving on various formal advisory boards
 - Providing convening space and leadership on critical public health issues such as gun violence, use of PREP for HIV, breast cancer and the environment
 - Serving in editorial positions on journals
 - Participating in national academies, boards, roundtables
- Service to communities includes:
 - Serving on study sections
 - Offering bone density and body scans to the local community
 - Working with the DC government on a myriad of initiatives
 - Working collaboratively with organizations such as EGPAF, APHL, USAID
 - Developing community-based centers such as AVANCE
 - Sending personnel to crisis areas such as Haiti and West Africa

- Supporting local AIDS walk and homeless shelters/food kitchens
- Serving on advisory groups for community organizations
- Providing in-kind organizational development and health education programming to DC clinics, hospitals, schools, community-based organizations, and public housing campuses

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

Participating in service may account for a portion of an employee's faculty effort. The university designates up to 0.10 FTE for service coverage for participation in service to the university. Additional effort may be given if a faculty member's extramural service is to a recognized group aligned with the mission of the school and/or university. Typically, these types of extramural service ascribe a level of prominence and heightened notoriety to the school or university. Examples include when [Joel Teitelbaum, JD](#), was elected to be on the HHS Secretary's Advisory Committee on National Health Promotion and Disease Prevention Objectives (a.k.a. "Healthy People") or when [Jeff Levi, PhD](#), chaired the Advisory Group on Prevention, Health Promotion, and Integrative and Public Health at HHS. Such activities and additional effort require approval from the program director or department chair and the Senior Associate Dean for Academic, Student and Faculty Affairs. Generally, the granting of effort greater than 10% requires the prior approval of the Dean and external funding (see ERF > Criterion A > Criterion A1 > A1.2: Committee Decisions).

Financial support for faculty extramural service activities is provided by GWSPH departments or external funds. Departments have their own processes for helping faculty to engage in extramural service (typically funding for attendance at conferences or professional organization membership). Extramural grant awards also provide funding for faculty who wish to engage in service.

The [Honey W. Nashman Center for Civic Engagement and Public Service](#) seeks to integrate civic engagement into the university's educational work. The center promotes equity and active citizenship in a diverse democracy, focuses GW's resources to address community needs through reciprocal partnerships beyond the campus and enhances teaching, learning and scholarship at GW. Faculty, staff and students accomplish these goals through community service, social innovation and community engaged scholarship.

Housed within GWSPH, the [DC Metro Urban Health Program](#) (UHP) offers faculty the ability to participate in community service efforts. UHP is a voluntary public health-focused service-learning initiative open to all residential GW public health students and faculty. Within the multidisciplinary learning community, students are charged with implementing a health education/promotion project developed around community-identified needs and latest best practices. Projects are implemented, analyzed and adapted for each partner site, such as community-based clinics, schools, government entities, nonprofit organizations and various living communities. UHP provides students with an opportunity to translate their public health knowledge learned in the classroom to practice in the larger DC community while gaining essential team and leadership skills.

3) *Describe and provide three to five examples of faculty extramural service activities and how faculty integrate service experiences into their instruction of students. This response should briefly summarize three to five faculty extramural service activities and explain how the faculty member leverages the activity or integrates examples or material from the activity into classroom instruction. Each example should be drawn from a different faculty member, if possible.*

Example No. 1: [Lara Cartwright-Smith, JD, MPH](#), is Associate Professor in the Department of Health Policy and Management, and Program Director for the MPH in Health Policy. Professor Cartwright-Smith is currently a member on the [Methods and Data Council for AcademyHealth](#). The council has five primary responsibilities including advising AcademyHealth leadership in “identifying trends, opportunities, challenges and needs related to existing and emerging methods used in health services research as well as in data collection, quality, security, storage, curation, availability, and accessibility for research.”⁹⁶ Based on discussions in these council meetings, Professor Cartwright-Smith identified key skills for GWSPH MPH graduates. She created a clinic course in 2022-2023 to bring more practical skills development into the classroom.

Example No. 2: [Uriyoan Colon-Ramos, ScD, MPA](#), is Associate Professor in the Department of Global Health. She won the GW Nashman Prize for Community Engagement Scholarship and the Faculty Research Excellence Award for her work identifying and understanding the dietary determinants of underserved and at-risk populations to better inform nutrition policies and programs. She incorporates her mixed methodology and learnings from this work in her classes.

Example No. 3: [Leonard H. Friedman, PhD, MPH, FACHE](#), is Professor in the Department of Health Policy and Management, and Director of the MHA@GW. He is currently Editor of the *Journal of Health Administration Education*. Dr. Friedman utilizes his editor experience in the classroom not only in terms of implementing lessons learned from the journal but also guiding students in the development of their final research paper.

Example No. 4: [Sandy Hoar, DMSc](#), is Faculty Emeritus at GWSPH. She provides hands-on advisory support to UHP and student teams. Dr. Hoar is an original founder of UHP (then known as Interdisciplinary Student Community-Oriented Prevention Enhancement Service [ISCOPE]) and continues to provide programmatic and partnership support to the program.

Example No. 5: [Adnan Hyder, MD, MPH, PhD](#), is Senior Associate Dean for Research and Innovation and Professor of Global Health. In 2020-2021, Dr. Hyder led an 11-country evaluation of health policy and systems research for the WHO. Dr. Hyder brings his considerable expertise in research, policy work and global health to GWSPH through his efforts to align the PhD and MS curricula, develop and convert the GWSPH Summer Institute to an online course offered to over 100 participants and standardize the GW Postdoctoral program to effectively enhance postdocs’ professional development and training experience. Dr. Hyder is also a regular co-teacher and mentor to students on ethics, injury prevention and non-communicable diseases.

Example No. 6: [Patricia MacTaggart, MBA](#), engaged in a Veterans Health Administration (VHA)-Performance Effectiveness IPA between 2018 and 2022. Professor MacTaggart supported access to services for veterans’ workflow validation, external and internal demand factors impacting timely access to services, supply and other influencers and impactors of care delivery, including development and implementation of parameters for metrics and evaluation. Professor MacTaggart participated in a second IPA in 2014 to 2017 at the HHS Office of National Coordinator for Health Information Technology (ONC). She provided leadership and technical assistance to the State Innovation Grant (SIM) design and test states to the ONC Office of Transformation. Professor MacTaggart teaches several health IT, information systems and informatics courses that include examples from her IPA work with the federal government.

⁹⁶ *Methods and Data Council*. (n.d.). AcademyHealth. Retrieved February 28, 2024, from <https://academyhealth.org/about/people/councils/methods-and-data-council/page/methods-and-data-council>

- 4) *Provide quantitative and/or qualitative information that characterizes the unit's performance over the last three years on the self-selected indicators of extramural service, as specified below.*

Select at least three of the following indicators that are meaningful to the school. 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.

Percent of faculty participating in extramural service activities

A review of primary instructional faculty's CVs indicates that approximately 94% of faculty have participated in extramural service in the last three years (N=125/133). Examples of extramural service include participating on an advisory board, committee or council; as a volunteer for a governmental or community organization; and as a consultant. Almost 40% of PIF reported holding an editorial position for a journal in the last three years. One PIF, [Juan Klopper, MD](#), Teaching Associate Professor of Biostatistics and Bioinformatics, has created a [YouTube page](#) where he creates, produces and edits videos on mathematical concepts and statistical software. He has amassed 12,600 subscribers who watch his free educational content.

Public/private or cross-sector partnerships for engagement and service

UHP partners with several private and public organizations in the DC metro area. In 2022-2023, community partners included [District of Columbia Public Schools](#), [Housing Up](#) and [Latin American Youth Center](#). UHP student teams work with their partners to identify community needs. Generally, needs fall into one of three categories: family and youth engagement, adult health literature and healthy teen scholars.⁹⁷ Over the course of the year, teams design and implement 10-11 educational activities, ranging from building career vision boards, visiting the GW campus, practicing exercise routines using household objects and training on how to administer naloxone (Narcan).

The Air Quality Initiative, now known as the Air Quality Partners Program, was a pilot project completed in partnership with the Honey W. Nashman Center Knapp Fellowship program at GW and the Latin American Youth Center River Corps program in Washington, DC, during the spring of 2022. UHP now stewards this partnership with the Latin American Youth Center through their DC River Corps and Montgomery County Conservation Corps programs to deliver technical and skills-based curriculum focused on air quality and pollution. Over the course of six weeks, GWSPH students conduct 12 interactive classroom sessions that cover various topics, such as background on what air pollution is, where it comes from, how it affects human health, ways to map it and how to effectively communicate data. GWSPH students also facilitate air-quality collection walks with the use of AirBeam 3 monitors throughout the DC area to analyze differences in air quality across the District's wards. In 2022, three MPH students participated in the Air Quality Initiative.

UHP also offers a summer opportunity for students through our partnership with the Latin American Youth Center's Summer Youth Employment Program. The Center's Community Wellness Department welcomes 20 to 30 youth, aged 14 to 15, living in DC to engage in community health on either the "Food and Nutrition" track or "Prevention" track, learning about personal and community health, then taking that knowledge out into the community. Youth leaders participate in outreach events, lead healthy cooking demonstrations and get a sense of what work in community health can look like. Each Monday throughout the six-week program, the two tracks come together. Our UHP students are responsible for developing and facilitating these Monday sessions to align content planned for each track and discuss how it connects to larger principles of public health and health promotion. The mission is to empower a diverse

⁹⁷ Healthy teen scholars are high school youth interested in health careers.

population of youth to achieve a successful transition to adulthood, through multicultural, comprehensive and innovative programs that address youths' social, academic and career needs.

Number of community-based service projects

UHP offers students and faculty several opportunities throughout the year to engage in community-based service projects. While suspended in 2020-2021 due to the COVID-19 pandemic, the engagement of students, faculty and community partners is stronger than ever.

Engagement with Urban Health Program		
	2021-2022	2022-2023
Number of students who engaged	24	48
Number of community partners	4	3

See ERF > Criterion E > Criterion E5 > E5.4: Extramural Indicators.

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

Faculty service to the school, university, professional societies and the public is one of the elements considered in decisions regarding promotion and tenure. Service to the department is expected and, alone, is insufficient evidence for advancement. According to the APT guidelines, service “encompasses professional and public service to professional societies and associations, government agencies, and public and private bodies engaged in public health practice and policy. Service, as distinguished from public health practice, denotes activities involving no, or nominal, compensation and undertaken without significant extramural support.” Faculty service activities are indicators rather than requirements for advancement. GWSPH APT guidelines align with university faculty code (see ERF > Criterion A > Criterion A1 > A1.3: Bylaws-Policy Documents).

According to the APT guidelines, service activities may include:

- Membership on standing or ad hoc committees at the school or university levels
- Participation in formal school- or university-wide student activities such as orientation or career development programs
- Formal mentorship of junior faculty
- Contributions to the administrative management of GWSPH or the university
- Participation in events that develop and advance the school or university (e.g., public health grand rounds, faculty development activities, and similar events)
- Expert consultation to governmental bodies, health care organizations and institutions, professional organizations and societies, community organizations and similar bodies
- Membership on selection committees for awards or fellowships
- Participation in the planning of major professional society or organizational activities (e.g., membership on an annual conference planning committee)
- Participation without, or with nominal, compensation in health education and health promotion or public health preparedness activities for the general public or at-risk populations
- Congressional or agency testimony, briefings and formal presentations
- Identification and coordination of responses to health needs in the surrounding communities, the District and the nation, including increasing public awareness of disease prevention and health maintenance, organizing the provision of continuing education to practicing health care professionals and devising strategies to provide health care to underserved and underfinanced populations

- Leadership in national/international groups dealing with public health practice, public health and health care policy, and health care administration
- Leadership and active participation in continuing education to health professionals at the local, regional or national level

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

Strengths

- GWSPH faculty are actively engaged in service to the school, university, professional societies and the public. Many faculty are working in the domestic and international community, generating connections and partnerships for student involvement.
- [Tamara Taggart, PhD, MPH](#), Assistant Professor in the Department of Prevention and Community Health, is serving as the 2023-2024 Nashman Center Faculty Fellow. During the year, Dr. Taggart has been conducting community-engaged formative research to develop an Activist in Resident Program. This program is a practice model that provides opportunities for activists to engage with an academic community to develop and strengthen their capacity, network, resources and work.
- Two members of the GWSPH faculty ([Lynn Goldman, PhD, MD, MS](#), and [Bill Dietz, PhD, MD](#)) are members of the National Academy of Medicine, and one faculty member ([Gene Migliaccio, DrPH, MPH](#)) is a member of the National Academy of Public Administration. [James Tielsch, PhD](#), is a recent recipient of the Consortium of Universities for Global Health Distinguished Leadership Award. [Wanda Nicholson, MD, MPH, MBA](#), is Vice Chair of the US Prevention Services Task Force and Vice-President-Elect of the Board of Directors of the American Board of Obstetrics and Gynecology. [Scott Evans, PhD, MS](#), was recognized as a Founder of the American Statistical Association.

Challenges

- Neither the university nor the school offers financial support for faculty to engage in community service. Faculty must balance their teaching and research obligations with other GW commitments.
- While service is an important consideration in promotion and tenure, service outside of the university and school is not required. Regardless, most teaching faculty do engage in community service.

Future Plans

- GWSPH is reviewing results of a schoolwide faculty mentor and mentee experience survey conducted in the summer of 2023. Informed with this feedback, GWSPH plans to design a schoolwide mentoring model that will support faculty growth and development including an emphasis on balancing teaching, research and service engagements.