

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 to all people is one of the core values of our School, as presented in the strategic planning document and in alliance with the University values.

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

The School provides service to the university, the community and other organizations in numerous ways: by providing convening space and hosting time sensitive panels and discussion forums; through service on local, national and international boards; through community and university outreach and public health education; and by participating in capacity building efforts internationally. Service activities can be divided into a few distinct categories: service to the university; service to professional organizations; and service to communities.

1. 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.

2. Service to professional organizations includes:

- Directly advising government agencies and other policy-making 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.
- Editorial positions on journals.
- Participation in national academies, boards, roundtables.

3. Service to communities, including local, national and global, includes:

- Service 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, 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.

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

The Milken Institute SPH Appointments, Promotion and Tenure (APT) guidelines specifically identify service as a key area considered in appointment, promotion and tenure decisions. Service is defined in our APT guidelines to be service to the department and service to the School or University, as well as public service to the government and/or private entities.

Excerpted from SPH APT guidelines:

VII. Appointment, Promotion, and Tenure Criteria; Consideration of Public Health Practice

A. Education, Scholarship, and Service

1. Appointment and Promotion

a. In tenure-accruing positions.

Appointment or promotion in tenure-accruing positions shall be dependent upon professional achievement in education, scholarship, and service. The candidate must be assessed as excellent in each applicable area.

b. In non-tenure-accruing positions.

Appointment or promotion in non-tenure accruing positions (regular or research) shall be dependent upon professional achievement in education, scholarship, service. For appointment or promotion in a regular faculty category, the candidate must be assessed as very good to excellent in education and service, with some evidence of activity expected in the area of scholarship. For appointment or promotion in a research faculty category, the candidate must be assessed as very good to excellent in scholarship, with some evidence of activity expected in service and education, including teaching and mentoring.

2. Tenure

Tenure is awarded based on evidence that the individual's contribution to education, scholarship, and service is of such magnitude as to merit an award of tenure because of the current and future benefit to the University that would result.

B. Education, Scholarship and Service – Definitions

3. Service

a. Service to a Department is expected as part of a faculty member's membership in the Department. Service to a Department is necessary but by itself is not sufficient evidence for advancement. In connection with promotion and tenure, service denotes service to the SPH and the University. The concept of service also 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. At least some evidence

of departmental and/or professional/public service also is expected of research faculty.

b. The following activities would be considered evidence of service to the School or University:

- i. Membership on standing or ad hoc committees at the School or University levels;*
- ii. Participation in formal School, or University-wide student activities such as orientation or career development programs;*
- iii. Formal mentorship of junior faculty;*
- iv. Contributions to the administrative management of the SPH, or University; and*
- v. Participation in events that develop and advance the School or University (e.g., public health grand rounds, faculty development activities, and similar events).*

c. Public service to governmental or private entities such as:

- i. Expert consultation to governmental bodies, health care organizations and institutions, professional organizations and societies, community organizations, and similar bodies;*
- ii. Membership on selection committees for awards or fellowships;*
- iii. Participation in the planning of major professional society or organizational activities (e.g., membership on an annual conference planning committee);*
- iv. Participation without, or at nominal, compensation in health education and health promotion or public health preparedness activities for the general public or at-risk populations;*
- v. Congressional or agency testimony, briefings, and formal presentations;*
- vi. 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;*
- vii. Leadership in national/international groups dealing with public health practice, public health and health care policy, and health care administration; and,*
- viii. Leadership and active participation in continuing education to health professionals at the local, regional, or national level.*

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 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 Template 3.1.1 (research) and 3.3.1 (funded workforce development), respectively.

Detailed lists of self-reported faculty service, extracted from the Annual Faculty Reports from 2012 – April 2015, are included in **ERF 3.2.c.: Faculty Service**. Faculty service is divided in these reports into five different categories for ease of review, including; Community and Other Service; Consulting; Editorial Boards and Reviews; Presentations; and Media Contributions.” Some examples of service are included in the table below. We do not capture information on those service activities that our faculty members perform privately, such as church service, local community or school service.

Table 3.2.c.: Service activity categories and selected examples

Community and Other Service	Consulting	Editorial and Review Boards	Media Contributions
GW Urban Food Task Force	Community Health Charities of the National Capital Area	Journal of Development Economics	www.environmentalhealthnews.org/ehs/news/2013/flame-retardants-declining
Hope Clinic (Fairfax, VA)	American Nurse Credentialing Center	Journal of the Institute of Medicine, Tribuvan University	https://sanitationupdates.wordpress.com/2013/03/25/pit-latrines-and-their-impacts-on-groundwater-quality-a-systematic-review/
Haiti Medical Missions	Centro de Derechos del Migrante (CDM)	Public Health Reports (Associate Editor)	www.uvm.edu/vq/?Page=news&storyID=17393&category=vqafocus
Dogs on Deployment	North American Fetal Therapy Network	Health Affairs	http://planetforward.org/2012/10/18/the-debate-on-fracking-and-climate-change/
DC Waste Diversion Project	Abaris Group	Practice Based Research to improve Self Management Support [PRISMS]	http://thesocietypages.org/sociologylens/2013/05/30/the-personal-is-political-investigating-the-environmental-breast-cancer-movement/
Study section(s) for NIH & other funding agencies	Legacy International	NCI Tobacco Control Monograph	http://www.npr.org/blogs/health/2013/12/17/251950362/how-the-u-s-helped-to-fight-the-global-aids-epidemic

Table 3.2.c.: Service activity categories and selected examples, (continued)

Community and Other Service	Consulting	Editorials Boards and Review	Media Contributions
Engineers W/O Borders	National Academy of Medicine	AAAS Fellowship	http://www.lymphoma.org/site/pp.asp?c=bkLTKaOQLmK8E&b=8596757
Health Datapalooza	Office of the National Coordinator for Health Information Technology	Health Education and Behavior Special Issue: Evidence for Policy and Environmental Approaches to Promoting Health	http://news.discovery.com/human/health/active-video-games-can-battle-childhood-obesity-130108.htm
Beacon House Youth Sports Program	Community Health Charities of the National Capital Area, Inc.	Journal of Family Psychology	http://yourhealthtalk.org/health-care-panel-discussion-yht-in-dc/

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: Outcome measures by which the school may evaluate the success of its service efforts

Outcome measure	Target	AY 2013	AY 2014	AY 2015
Percent of primary faculty involved in service outside of SPH ¹	75%	82%	70.5%	66.7%
Number of students who take service learning course in UG (Spring term)	15	16	13	6
Number of SPH students active in ISCOPEs	>100	43	66	~75 ²
Inclusion of service as part of all student organizations ³	100%	PHSA MHA BPHSN GHN	PHSA MHA BPHSN GHN	PHSA MHA BPHSN GHN HPSA

¹ Percentage generated by searching faculty service from annual faculty report in Lyterati and dividing by number of primary faculty.

²This number is still in flux as it is the beginning of the academic year.

³This past year, the Public Health Student Association became the umbrella organization for all SPH student groups, enabling better tracking of student organization events, as well as being able to provide funding for activities. The current groups under the umbrella include: Health Policy Student Association (HPSA), Black Public Health Student Network (BPHSN), Global Health Network (GHN) and Masters of Health Administration (MHA).

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.

GW has a long and proud tradition of engaging students in service. The Honey W. Nashman Center for Civic Engagement and Public Service provides (primarily undergraduate) students with a central place to become involved in community service, find resources for funding their projects and become a life-long volunteer. The center provides service opportunities for students such as getting involved in D.C. schools, Alternative Breaks to volunteer abroad, etc. See more at: <https://serve.gwu.edu/>.

Annual volunteering events include:

- Freshman Day of Service
- Hunger & Homelessness Awareness Week
- Adopt-A-Family
- Martin Luther King, Jr. Day of Service
- Earth Day
- Celebration of Service

GW students are some of the most engaged in career service as well. Since 2008, the university has ranked first among medium-sized universities graduating Peace Corps Volunteers.

The School encourages all students to engage in community service through course work and extra-curricular activities, student organizations, and the school-sponsored service learning initiative, ISCOPEs. More details on these follow.

1. Coursework and extra-curricular activities

Undergraduate:

BS-PH: An elective course with a service learning component is offered, but not required.

BS-EXSC: All students are encouraged to complete 10 hours of community/volunteer work in EXNS 1103. The site must be approved in advance by the instructor. Students must have documentation that service

hours have been completed to get full credit. The documentation must be signed by a supervising member of the organization (sorority sisters or fraternity brothers cannot sign).

Masters:

There are no formal course requirements for service; however many students do volunteer work. Students engage in short-term projects such as the Martin Luther King, Jr. Day of Service in addition to long term volunteer positions during the academic year. In addition to their practical experience, many students volunteer at the following organizations:

- RAINN (www.rainn.org)
- DC Rape Crisis (<http://dcrapecrisiscenter.org/>)
- Mary's Center (<http://www.maryscenter.org/>)
- Sasha Bruce Youthwork (<http://sashabruce.org/>)
- Whitman Walker (<http://www.whitman-walker.org/>)
- Metro Teen AIDS (<http://metroteenaid.org/site/>)
- Futures without Violence (<http://www.futureswithoutviolence.org/>)
- Planned parenthood (<http://www.plannedparenthood.org/>)
- National Park service
- Metropolitan Washington Public Health Association (<http://mwpha.org/>)
- ISCOPEs (<http://www.iscopes.gwu.edu>)

It is not uncommon for our students to engage in new initiatives as well. Some examples include:

- Students launch test recycling project at Taste of DC: <http://publichealth.gwu.edu/content/students-launch-test-recycling-project-taste-dc>
- Avance Center: George Washington University students participate in research and academic activities within the Avance Center, located at the Milken Institute School of Public Health at George Washington University. Students receive mentoring from public health faculty and senior level staff while working on current Center projects. <http://avancegw.org/aboutus/students/>
- SPH students commit to tackling global health challenges: <http://publichealth.gwu.edu/content/gw-students-commit-tackling-global-health-challenges>
- GW students and faculty raise awareness about eating disorders: <http://publichealth.gwu.edu/content/gw-raises-awareness-eating-disorders-full-week-events>

2. Student organizations: The School supports several student organizations (<http://publichealth.gwu.edu/services/students/student-organizations>), most of which include service as a priority. Examples of student organization engagement in service:

The Public Health Student Association (PHSA):

- Regular volunteer days at Bread for the City.
- Volunteered at the Heart Walk at Nationals Park in early September.

- Organize events for National Public Health Week (<http://publichealth.gwu.edu/content/recap-national-public-health-week-gw>).

Health Services Management and Leadership Student Association:

- “Last Saturday”: Students volunteer the last Saturday of every month by helping assemble donated groceries into bags, then transferring bags to disabled residents in subsidized housing. Student volunteers = 15.
- Walk to End Breast Cancer: Annually, MHA students come together to raise money and participate in the walk to increase breast cancer awareness. Student volunteers = 25.
- NCHE C-Suite Event: MHA students help host this event. Number of student volunteers = 12

The Black Public Health Student Network (BPHSN):

- Members participate in Whitman Walker AIDS Walk (annually).
- Annual Minority Health Conference open to the community.
- Poetry slam nights with community organizations.
- HIV Prevention and Health Information Tables for the public.
- Presentations from community based organizations, such as Men Can Stop Rape.
- Canned goods and book collections to benefit community organizations such as DC Kitchen and Miriam’s Kitchen.

Health Policy Student Association (HPSA):

Service has not been a focus in the past; however, going forward, the group plans to add community service initiatives as a priority goal. For next year, they plan to volunteer with DC Health Link during open enrollment to help DC residents sign up for insurance through the DC exchange.

Delta Omega:

- Host alumni lecture events for current students.
- Provide judges for Annual Research Day.
- Co-host the Practicum Connect Event.
- Host career development events.

3. ISCOPEs: Interdisciplinary Student Community-Oriented Prevention Enhancement Service
(<http://www.iscopes.gwu.edu>)

ISCOPEs, which is housed in the School of Public Health, is a 20-year-old evolving health-focused service learning and workforce development initiative that places GW students and GW employees from various fields of study as well as community practitioners and neighbors from around the DC Metro Area in inter-professional learning communities to address bigger picture health issues through results-oriented service. Students from the schools of public health, medicine, nursing, and education collaborate in a

year-long, innovative, inter-professional service-learning program. The ISCOPE curriculum and its longitudinal service projects continuously evolve to reflect the changing conditions of our healthcare and public health-related systems as well as the latest best practices. Moreover, ISCOPE continuously adapts to address the needs of our community partners, students, departmental partners as well as our coaches and advisors. This past year (AY14/15) we had 66 students from across the School of Public Health as well as 10 students from three other schools at GW working together on organizational development and health education programming. In AY15/16 we aspire to have 100 SPH students participate in ISCOPE. Students from the SPH are very active in ISCOPE, as shown below:

a. Participation*:

- 2012-2013: 45/64 (70%) accepted students were affiliated with SPH
- 2013-2014: 43/73 (59%) accepted students were affiliated with SPH
- 2014-2015: 66/76 (87%) accepted students were affiliated with SPH

**Students must apply to ISCOPE each academic year. Acceptance rates vary based on project needs, student skill sets, and student availability.*

b. Types of activities:

- SPH students were involved in all five inter-professional Learning Communities, our regional case competition team, and our local Alternate Spring Break team.
- They have worked on improving knowledge, attitudes, and skills related to numerous health issues (including, but not limited to accessing, preparing, eating nutritious food; engaging in daily physical activity; stress management; healthy relationships; HIV/STI prevention; chronic disease self-management; health careers; computer health literacy; ER/medical home health literacy; pharmaceutical literacy; mental health; falls prevention; dexterity; and isolation prevention) among thousands of diverse people (across lifespan, singles/couples/families, foster youth, unhoused/housed folks, variety of mental and physical abilities, mostly extremely low-moderately low SES, immigrants/non-immigrants, numerous races/genders/sexual orientations/religious backgrounds, high school dropouts-college graduates, etc.) in all eight wards of the District of Columbia.
- Number of hours: Minimum student commitment is 80 hours/year (over the course of the academic year); 80x154 SPH affiliated students = at least 12,320 hours of service in three years (among SPH students).

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, with commentary.

Strengths:

- The School and University have a deep and long standing commitment to service.
- Service is a key element in promotion and tenure decisions.
- Our faculty and students provide many hours of service to the university, professional organizations and communities.

- Growing portfolio of funding in partnership with DC government.
- ISCOPEs Advisory Board includes stakeholders.

Challenges:

- We do not have robust systems in place to track service for students.
- Faculty often under-report their service activities.
- ISCOPEs is an intensive program, so it currently can only facilitate activities for a relative small number of our students.

Future Goals:

- Work with student organizations to maintain/increase commitment to service.
- Reinforce service expectations during annual faculty reviews.
- Increase scope and range of ISCOPEs.