

## SPH Service Expectations

Engaging and serving the community is at the heart of the mission, vision and values of the UNT Health Science Center. Reinforcing this commitment for the School of Public Health are the Council on Education for Public Health (CEPH) accreditation standards that clearly articulate *community involvement, engagement and service as a foundational expectation for students and faculty*<sup>1</sup>.

*As evidence of the strong SPH commitment to community service, all faculty, staff and students are asked to participate in service that promotes “solutions for a healthier community”.* These activities may include participation in school-wide service events (e.g., habitat for humanity), or other contributions that benefit the health and wellbeing of the community. CEPH identifies shared opportunities for faculty and students to cooperatively address community needs as a best practice, particularly when faculty can offer modeling and mentorship to students in a context that results in benefits to a community<sup>2</sup>.

Where possible, coordinated and synergistic activities are encouraged which combine elements of teaching, research and service (e.g., a service learning assignment conducting a needs assessment in partnership with a community organization or group). While these types of activities require more planning, they have the capacity to result in outcomes that are beneficial for all, including funded partnerships, student skills development, publications, and new initiatives that meet community needs. In this sense, service time contributions are investments that have the capacity to promote longer-term gains.

Faculty are especially encouraged to select and plan service activities that align with their teaching and research interests, and maximize their areas of expertise. For example, community organizations frequently make requests for: (1) analysis of service utilization or outcome data, (2) assistance developing evaluation/measurement tools, (3) help to design a pilot study to test a new intervention, (4) analysis of existing data that may help frame a community need (e.g., county health ranking indicators, crime statistics, school district results), (5) assistance with strategic planning, (6) development of logic models, (7) development of funding applications, (8) organizing task force or similar groups, (9) presentations, (10) facilitators for focus or discussion groups, etc... By being responsive to community requests, faculty and students help build trust, which is important for funding proposals that require community collaborators. In this respect, *setting aside time to address community needs is an investment in future opportunities.*

In the spirit of these possibilities, all SPH faculty, staff and students will be asked to report a summary of their monthly service activities. The average monthly expectation is 2 hours for faculty, staff and students.

Currently, faculty and staff are asked to complete monthly logs documenting service activities. These will be aggregated every 4 months to assess average monthly contributions (e.g., each semester faculty, staff and students should contribute 8 hours of service).

Individuals who substantially exceed these levels while maintaining work productivity will be eligible to receive the “SPH Solutions Hero” recognition on an annual basis. SPH Solutions Heroes must be nominated by a supervisor or colleague and provide documentation of more than 50 hours (faculty/students) or 40 hours (staff) of community service. Nominations will be due by September 30<sup>th</sup> each year. All eligible individuals will be recognized as SPH Solutions Heroes at the winter event *each year*, given 4 hours of compensatory time ( for faculty/staff), and provided with a gift to honor their contributions.

1. <https://ceph.org/assets/2016.Criteria.pdf>

For example, see Criterion E5:

*E5. Faculty Extramural Service (SPH and PHP) The school or program 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 or program’s professional knowledge and skills. Faculty engage in service by consulting with public or private organizations on issues relevant to public health; providing testimony or technical support to administrative, legislative and judicial bodies; serving as board members and officers of professional associations; reviewing grant applications; and serving as members of community-based organizations, community advisory boards or other groups. While these activities may generate revenue, the value of faculty service is not measured in financial terms. (p. 41)*

2. <https://ceph.org/criteria-revision/faqs-2016-prod-community/#3>