

Criterion VII – Service

Criterion VII

The school shall pursue an active service program, consistent with its mission, through which faculty and students contribute to the advancement of public health practice, including continuing education.

Expected Documentation

1. A description of the school's service program, including policies, procedures and practices that support service. If the school has formal contracts or agreements with external agencies, these should be noted.
2. A list of the school's current service activities, including identification of the community groups and nature of the activity, over the last three years.
3. A description of the school's continuing education program, including policies, procedures and practices that support continuing education.
4. A list of the continuing education programs offered by the school, including number of students served, over the last three years.
5. A list of other educational institutions, if any, with which the school collaborates to offer continuing education.
6. Identification of the measures by which the school may evaluate the success of its service program, along with the data regarding the school's performance against those measures over the last three years.
7. A description of student involvement in service.
8. Assessment of the extent to which this criterion is met.

Criterion VII – Service

1. School of Public Health Service Policy

Service is an integral part of the school's mission to enhance the quality of life by improving the public's health. The faculty and students, as members of a land-grant institution with a strong mandate for community service, have a special responsibility for sharing their knowledge, talents and leadership skills with the many communities of which they are a part, whether at the local, state, national or international level. The school expects and encourages faculty and students to participate in health-related community service and professional service activities.

The school's service activity is guided by the following principles:

- The school supports the university's Great Cities initiative to address urban issues through teaching, research and service programs and encourages faculty to:
 1. Advise and consult with individuals and community agencies and organizations to help them identify community health problems, the extent of those problems and potential solutions for them.
 2. Provide technical assistance to communities in developing or evaluating programs and policies.
- The school considers service and research as closely related endeavors and is committed to the belief that community-based research that benefits the advancement of public health knowledge also should involve service that benefits the community.
- The school promotes faculty participation in professional associations and on university and schoolwide committees.
- Service is a factor in consideration for promotion and tenure.
- Because service is an essential component in the education of students in public health, the school encourages students to pursue opportunities for service through means such as volunteerism or practica in community organizations or agencies.
- The school is committed to the development of educational and training opportunities for the public health work force.

The School has no long term formal service agreements in place. However, each student's field experience (practica) requires the signing of a memorandum of understanding with the agency providing the experience (See Criterion V.B)

The School policies on promotion and tenure include criteria for service contributions – excepted as follows:

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Each person derives benefits from the community and each has a responsibility to work to the benefit of other members. All faculty must share in the work necessary to maintain the operation of the School. Furthermore, faculty are expected to contribute to the growth of the School through efforts that are aimed at improving programs and facilities. Faculty are also expected to contribute to the maintenance and growth of their profession. Finally, faculty are encouraged to serve the community at large in a professional capacity that enhances the stature of the University and provides benefits to broader society.

Examples of service activities related to the University, the profession, and the broader community include:

1. Mentoring junior faculty.
2. Membership on committees of the academic unit, School, University, or within the profession.
3. Other contributions to faculty governance (e.g., conducting special studies for the academic unit, School, or University).
4. Serving in an administrative capacity for the academic unit, School, center, or University (e.g., Academic unit Chair, Deputy Chair, Dean, Associate Dean, Center Director).
5. Membership in, or leadership of, a professional organization.
6. Serving as an editor or on the editorial board of a professional journal.
7. Reviewing manuscripts for professional journals.
8. Participation or consultation to an accreditation or other educational review board (e.g., membership in a CEPH site visit team).
9. Membership on boards and committees in the community-at-large in a professional capacity (e.g., serving as a member of a county health academic unit board).
10. Membership on national or international committees, boards, etc.

The service criteria for appointment/promotion to each rank are:

- Assistant: demonstrated service to SPH or professional organizations.
- Associate: demonstrated service to SPH or UIC initiatives and professional organizations.
- Full: demonstrated leadership role in SPH, university and professional capacities.

Further, the campus requires documentation of service in the promotion and tenure papers submitted to the campus-wide review committee. The emphasis on service was substantially increased in 2000 following a UIC Faculty Senate initiative on the Scholarship of

Engagement leading to a Senate Resolution on Public Service (document available in the resource file). A blank set of the promotion and tenure papers is available in the resource file and also can be viewed at the following website address: <http://www.uic.edu/depts/oaa/oaahome.html>.

Finally, the annual performance report and evaluation of faculty in the School requires input regarding service and merit increases include consideration of service contributions.

2. Current Service Activities

The annual performance report and the promotion and tenure documents include space for reporting and describing service activities. A listing of the locations and type of faculty service activities for the last three academic years is in Appendix VII.2. Additional description of the service activities is discussed below under the divisions and centers subheadings.

- **Community Health Sciences**

The CHS faculty is involved in service activities at all levels. The faculty provides leadership training for individuals pursuing careers in maternal and child health aspects of community practice, program planning and evaluation, and policy-making. Additionally, some faculty promote university-community collaboration addressing the research and information needs of the maternal and child health community within the Chicago metropolitan area. Working on community-initiated projects with emphasis being placed on the community's perspective is the hallmark of these efforts. Other faculty provide leadership training for state and local health professionals, board of health members, community and voluntary agency staff, and even some elected officials. Several faculty serve the state of Illinois by participating on the Primary Care Advisory Council. The CHS faculty provide significant service to their respective, diverse, disciplines. This service includes journal review; membership on editorial boards of scientific journals; editorship of scientific journals; consultation with local, state, federal and international health agencies, community organizations, consultation with health care organizations and large non-profit agencies; and participation in scientific review panels for NIH.

CHS faculty work closely with both academic and professional practice organizations on issues related to practice competencies. Examples include the Council on Linkages Between Academia and Public Health Practice, Association of Teachers of Maternal and Child Health, Society for Public Health Education, Gerontological Society of America, as well as public health practice competency development processes of CDC, HRSA and ASPH. In addition, CHS faculty members work directly with state and local public agencies in Illinois on training and broader public health work force development activities. These interactions inform CHS faculty in the development and review of competency expectations for our graduate students.

- **Environmental and Occupational Health Sciences**

The EOHS faculty provides training, technical assistance, education and research

experience at the local, state, national and international levels. Service is fully integrated into the learning and research activities of the division. Faculty teach short courses in air pollution management, perform safety surveys for Chicago-area industries, host video downlinks for professionals in the area interested in air pollution management, work with community organizations and state environmental agencies to characterize exposures to air pollution, evaluate ambient air quality, including the evaluation of ozone in North American cities, and provide health hazard evaluations (assessing environmental health problems) of lead contamination, infectious disease control, and ventilation problems in jails and hospitals, to name a few. Faculty include students and trainees in outreach activities such as community projects focused on home and community health and safety concerns, outreach for healthy schools, community child safety, and training programs for workers and employers in occupational safety and health. Service-based research projects include intervention effectiveness efforts to promote lead-safe practice information in hardware stores, assistance evaluating immigrant worker center complaint information, training evaluation for home care and construction workers, and participatory research promoting eye safety among farm workers. EOHS faculty have held leadership roles in the APHA's Occupational Safety and Health section regularly for decades, including two recent section chairs and a recording secretary. Faculty in EOHS serve as scientific review panel members for NIH, NSF, CDC, EPA and NIOSH and participate in NAS and IOM committees. They also serve as manuscript reviewers, editorial board members, and editors for select journals in their disciplines (see response to Criterion VI.4). On the international level, EOHS faculty provide occupational and health training and technical assistance in both Eastern Europe and the Americas, in addition to providing research training here for visiting scholars from these areas.

- **Epidemiology and Biostatistics**

Faculty members in this division provide service in many different ways. The biostatistics faculty provides consultation on data management, data analysis and statistical applications to faculty within the school, faculty from other units on campus (particularly other health sciences colleges), local health departments, hospitals in the Chicago metropolitan area and pharmaceutical companies. The newly created Quantitative Biomedical Sciences Program (<http://www.uic.edu/sph/quantprogram>) provides statistical resources to health researchers. Faculty of the core also conduct cutting edge research in their own areas of expertise and function to promote and support extramurally funded research. This investment is the result of collaboration between the School of Public Health, the College of Medicine and the Cancer Center. Epidemiology faculty provides similar consultation on study design issues. Furthermore, epidemiology faculty has an extensive record of service activities locally, nationally, and internationally. Within Chicago and the state of Illinois, faculty serve as advisors to community-based organizations, employee unions, the mayor of Chicago, the Chicago Department of Public Health, the Chicago Public Schools, the governor and the Illinois Department of Public Health on risk factors, treatment referrals, street-based education and other intervention strategies for AIDS, drug abuse, violence, genetics, nutrition, corrections, asthma, cancer, hepatitis C, health disparities and health services. The faculty are particularly noted for their work with underserved minorities as well as "hard to reach" high risk groups. Nationally, several faculty have been advisors to NIH, CDC,

Congress, and the Secretary of Health and Human Services. Internationally, faculty has consulted with the World Health Organization, the International Agency for Research on Cancer, and the Pan American Health Organization. Service to their disciplines is evident for both the Biostatistics and Epidemiology faculty. As noted in response to Criterion IV.4, faculty serve on scientific review panels for NIH and CDC and review manuscripts for JAMA, AJPH, AJE, JASA and other highly qualified scientific journals.

- **Health Policy and Administration**

Faculty in HPA has educated staff in community-based organizations on how to use behavioral science to deliver AIDS prevention strategies in the Hispanic community. Similar educational programs have targeted senior citizens and been developed through collaborations with the City of Chicago Department of Aging. Other HPA faculty work closely with “hidden” communities such as the homeless and low-income veterans in evaluating health outcomes and developing policies focused on these underserved groups. Faculty also provides technical assistance with data management for local health departments, Illinois Department of Health and other schools of public health. Service to the discipline is demonstrated by participation on scientific study sections for the NIDA, NIA, NIAAA and the Veterans Administration and by participation in journal review and editing.

- **The Great Lakes Center**

Service is a fundamental aspect of the mission of this center. Particular activities in the service realm include: preparing professionals to be leaders in occupational and environmental safety and health, providing continuing education to these professionals, providing outreach to improve the knowledge, skills and awareness of key issues in their discipline, providing technical assistance and consultation to labor, management, health care institutions, government agencies and local communities, and serving as a regional information resource. The center also works with various public agencies to design and implement cost-effective programs aimed at prevention. Preventive programs include epidemiologic analyses of occupational injury and illness experience, industrial hygiene, safety and ergonomic evaluations, and a continuous quality improvement approach to workplace modifications and interventions. The center works closely with the local and state health departments in addressing health hazards in the workplace and in communities, with special emphasis on disadvantaged and high-risk communities. On the international level, the center is providing training and research in occupational and environmental health.

- **The Institute for Health Research and Policy**

The mission of the Institute (<http://www.uic.edu/depts/ovcr/hrpc/>) is to improve health practices and policies in the Midwest and beyond. It does this by carrying out a broad range of high-quality research. The Institute is committed to: fostering the collaboration of researchers across disciplines, mentoring and training new investigators, addressing disparities in health related to race, ethnicity and socioeconomic status, and working in partnership with community leaders and residents to promote health in communities.

Particular activities include: cancer education and control in communities with documented health disadvantage, impact of literacy and social support on health care use and compliance, employment of a diabetes prevention model successful in reaching African-Americans to Latino populations in Chicago, smoking cessation programs targeted at adolescents, development of anti-tobacco messages targeted for youth, development of a model that makes better data available to local health departments, an extensive school-based adolescent risk reduction program, the development and testing of exercise interventions for elderly populations, a program aimed at reducing risk of unplanned pregnancy and teen pregnancy, and evaluation of the health manpower in Illinois.

Community organizations are real partners in many of the IHRP projects. Researchers, both faculty and students, work closely with Chicago public elementary and high schools, community health clinics, social service agencies, churches and day care centers (for children and senior citizens). Other efforts involve training health department personnel and service providers in the implementation of field-tested health interventions.

3. Continuing Education: Policies, Procedures and Practices

Faculty participate in continuing education activities to varying extents. Reports of this type of activity are included in the annual performance reports. Continuing education activities at the School of Public Health are decentralized. Activities are governed by continuing education policies, procedures and practices at the campus level. The school also benefits from the services provided through the university's Offices of External Education (OEE).

Individual units within the school are responsible for needs assessment, development, implementation and evaluation of continuing education offerings within the guidelines specified by the university. The initiative and resources of the school's divisions and centers have maintained the delivery of a diverse and extensive range of offerings (see Appendix VII.4) designed to meet the health education needs of trained public health practitioners, those working in public health practice without formal preparation and members of the community at large.

At the campus level, OEE provides consultation in matters related to continuing education and the management of continuing education activities in accordance with university policies and procedures. OEE also supports academic units and faculty in the planning and implementation of individual programs by providing services such as program feasibility assessment, marketing and promotion, budgeting and financial management, contract negotiation, registration and customer services, and logistical planning and coordination. OEE provides access to the university's online degree programs, select certificate programs and noncredit courses for professional development. OEE advances instructional outreach by facilitating collaboration among UIC's colleges, departments, units and centers. OEE also serves as a bridge between UIC and local, state, national and international communities to foster programs that address unique urban issues.

Under campus policies, the Office of Continuing Education, within OEE, is required to play a role in the approval and administration of credit-bearing courses offered by UIC schools and colleges as continuing education. This includes all courses funded through student

tuition, fee payments assessed at the extramural rate and, with certain approved exceptions, all courses and/or degree programs delivered to external audiences through contractual arrangements.

All credit courses administered through OCE are required to be regular/approved campus courses. In addition, OCE has responsibility for ensuring that each individual offering also is reviewed and approved by appropriate department, college and campus officers. Campus forms and policies relating to credit courses offered through continuing education are available in the Resource file.

Within the UIC system, responsibility for approval of noncredit programs rests with deans at the college level. Deans may designate, as they deem appropriate, the personnel or process for review of proposed noncredit programs. In the School of Public Health, units originating noncredit education programs are responsible for their development and implementation. This responsibility includes designing programs, monitoring and evaluating the quality of program content, and selecting instructors and evaluating their performance. Units may, if they wish, utilize the services of the Office of Continuing Education and Public Service for the development of noncredit programs. (Appendix VII.3 contains the OEE Noncredit Program Proposal form.)

4. A List of Continuing Education Activities

The School of Public Health, through its divisions and centers, offers an extensive array of continuing education programs. Appendix VII.4 lists the courses offered during academic years 2002 through 2005 by the Great Lakes Center for Occupational and Environmental Safety and Health, the Air Pollution Training Institute, the Community Health Sciences division (incorporating courses offered by the Center for Public Health Practice, and the Maternal and Child Health Program), the Health Policy and Administration division (including a certificate program in public health and environmental health informatics), the International Center for Health Leadership Development, and the Fogarty UIC AIDS International Training & Research Program (UIC-AITRP).

HPA administers two Certificates (public health informatics and environmental health informatics). The EHI program is new, with two students taking classes, and there are no graduates. In the last three years, we have graduated three people through the PHI certificate program, with 21 students currently taking classes.

5. Collaborations for Continuing Education

Appendix VII.5 identifies other institutions with which the School of Public Health collaborates in offering continuing education programs.

6. Measures of Service

Service is measured by the School using the annual faculty performance evaluations (APR) and by the campus through the Resource and Performance Measures (RPM) report. It is expected that every faculty member provides service at the division level every year, at the school level most years and at the university level periodically. This service is usually in the

form of participation on faculty governance committees, search committees and/or ad hoc committees. Faculty members also are expected to provide external service each year to groups such as community organizations, professional organizations and governmental organizations. Further, faculty provide service to their respective scholarly disciplines through manuscript review, journal editing and grant review (some of which is discussed in the response to Criterion VI). As discussed in the response to Criterion VIII.B.5, service is taken into account when promotion and salary increase decisions are made. Table VII.6.1 highlights the service activity of our faculty for three complete academic years (these data are reported to the campus in late summer of each subsequent year—thus the data for 2004-2005 will be reported in August, 2006). The School values service to the community and this can be seen in the number of days of service to the community related to discipline as well as the number of days of technical assistance. Faculty provide service to their professional organizations through board and working committee memberships. As can be seen, the scope of these activities spans the local through the international level. Finally, given that UIC and the school highly value scholarly productivity, participation as journal editors/editorial boards, manuscript reviews and grant reviews are highlighted in this table. SPH faculty is increasingly involved in national scientific grant review panels.

Table VII.6.1
Service Activities of UIC SPH Faculty, 2002-2005

Activity	2002-2003	2003-2004	2004-2005	3 yr AVG
Board Members, International or National Organization	24	21	12	19
Board Members, Regional, Local Organizations	17	19	13	16
Members of Working Committee, International/National Org.	31	30	37	33
Members of Working Committee, Regional, Local Org.	18	5	10	11
Number of faculty involved in continuing education	N/A	41	29	35
Number of continuing education offerings	156	186	176	172
Journal Editorships	11	7	5	8
Journal Editorial Boards	39	44	31	38
Manuscript Reviews	135	145	129	138
Number of National Grant Review (NIH, NSF) Panels	18	32	28	26
Number of Other Grant Reviews	62	39	31	44

7. Student Involvement in Service

Students at the school actively participate in service endeavors. One very exciting avenue for students to participate in service is through the Student Epidemiology Corps, which is a rapid response team of student volunteers who are available twenty-four hours a day to assist the city and state health departments in case of emergencies or large outbreaks. The group, formed in 2001 by Dr. Douglas Passaro (who passed away in 2005), has worked with the state, city and county in several outbreaks and most recently was engaged fully in the City of Chicago's response to persons affected by Hurricane Katrina (http://www.uic.edu/sph/news/news_96.html). Students also currently are serving on the Katrina Taskforce, a group that has as its mission to determine the timely, effective and culturally appropriate roles for the

school with regard to research, teaching and service for emerging threats to population health.

The Accreditation Evaluation Survey of Students (available in the Resource file) asks students about their service experience while a student at SPH (“While you have been a student at SPH, have you participated in any of the following voluntary service activities?”). Most of the voluntary service activities in which students participated were external to the school. Thirty-two percent of students participated in local, state or regional public health-related professional organizations; 44% participated in national public health-related professional organizations; and 46% participated in community service organizations. Our students do participate in many other ad hoc service activities within the school. The student organization has chosen a charity each of the last several years (Heifer International) for which to donate resources. They have had sales of items made by students, faculty and staff (pottery, jewelry, photography, etc.) with the proceeds going to the charity. Also, every year at the SPH holiday party the students join the faculty and staff in donating toys and clothing for families in need in the community. Additional service involvement for students comes from their research activities with community-based organizations.

8. Assessment

This criterion is met. The faculty, staff and students of the School see service as fundamental to public health and our School mission; hence we contribute locally, regionally, nationally and internationally across the spectrum of service. The School is engaged with the community and benefits greatly from being in a large urban area with diverse and multi-cultural communities to serve and from which we can learn. UIC, with its Great Cities commitment and its initiative on the Scholarship of Engagement have made the commitment to service a defining attribute of our University. Continuing education has been and continues to be a way that the School reaches out to the community at large. Our continuing education efforts in maternal and child health, in bioterrorism, in emergency preparedness, and in environmental and occupational health are well subscribed and reach a wide audience.