

3.0 Creation, Application and Advancement of Knowledge

3.2 Service. The program shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.

***Interpretation.** The program's service activities should contribute to the fulfillment of its stated mission and goals and should complement learning objectives. Because the community is the site where public health is implemented, effective linkages with organizations and agencies in the community are essential to the success of the program in meeting its overall objectives. As a consequence, faculty should be actively involved with the community through communication, collaboration, consultation, provision of technical assistance and other means of sharing the program's professional knowledge and competence. There should, as well, be effective ways for the community to participate in the work of the program, including assessing the relevance of curricula, participating in instruction and evaluating the effectiveness of the program. The service activities may relate to local, regional, national and international opportunities and needs.*

Opportunities to engage in service should be available to all students, regardless of curricular requirements. The program should offer opportunities for students to cultivate professionalism and conscious responsibility toward the profession and the goals of public health through service to communities, agencies, underserved populations and organizations. The primary educational function of a program is the preparation of well-qualified public health professionals, and this takes place not only through courses and degree programs but also through service-based interactions with faculty.

Service is an explicit activity undertaken for the benefit of the greater society, over and beyond what is accomplished through instruction and research. Participation in internal university committees is not within the definition of this section. Service as described herein refers to contributions of professional expertise to the public, including professional practice. While these activities may generate revenue, the value of service is not measured in financial terms.

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; and serving as members of community-based organizations, community advisory boards or other groups.

For purposes of reporting in the self-study, the program must distinguish service efforts from research or training/continuing educational efforts; elements should not be reported in multiple sections without distinction. For example, a single funded project might contain elements of both research and service: e.g., implementation of a community-based program (service) and evaluation of the program (research). In the self-study, the program should make these distinctions explicit to allow for review of research, service and workforce development without confusion.

Required Documentation. The self-study document should include the following:

- a. Description of the program's service activities, including policies, procedures and practices that support service. If the program has formal contracts or agreements with external agencies, these should be noted.
- b. Description of the emphasis given to community and professional service activities in the promotion and tenure process.
- c. A list of the program'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 Data 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 Template 3.2.2. Extramural funding for research or training/continuing education grants should be reported in Template 3.1.1 (research) or Template 3.3.1 (funded workforce development), respectively.

- d. Identification of the measures by which the program may evaluate the success of its service efforts, along with data regarding the program's performance against those measures for each of the last three years. See CEPH Outcome Measures Template.
- e. Description of student involvement in service, outside of those activities associated with the required practice experience and previously described in Criterion 2.4.
- f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.