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.

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

A primary goal of the school is to improve the health of people in Indiana and beyond through community-focused and participatory initiatives. While these initiatives are implemented across the categories of research, teaching and service within the school, the largest proportion of these activities are designated as service, both based upon their funding category and the manner in which faculty present them for purposes of ongoing annual reviews and processes related to tenure and promotion.

Service activities are situated at the level of faculty governance via three subcommittees. The Committee on Service primarily addresses matters related to academic and professional service (e.g., service to professional and academic societies and service within the school and university); the Committee on Community Engagement and Workforce Development works toward the facilitation of community-based service that has direct linkages to health promoting programs throughout the world; and the Committee on Teaching and Learning works to facilitate service activities that provide opportunities for engaging students and faculty in initiatives that make contributions to the objectives of community-based organizations.

On an annual basis, the school’s service contributions are tracked through two mechanisms. Using the Indiana University Faculty Annual Report, faculty report annually on academic and professional service activities. On an annual basis, the Office of Global and Community Health Partnerships, via the school’s Public Health Partnerships Tracking System, collects data related to the community-based service activities of faculty, staff, and students.

As a component of the Public Health Partnerships Tracking Systems, faculty and staff provide descriptions of the formal contracts, agreements, or other forms of documents that guide service activities. The type of such agreements is included within the school's descriptions of service activities in Table 3.2.1 provided later in this section.

The school has a rich history of funding for community-based service, particularly through the work of specific service-oriented centers and institutes within the school. During each of the last three fiscal years, extramural funding for such service activities has exceeded $8 million. The school maintains a full-time Director of Contracts and Research Administration who works closely with individuals throughout the process of preparing applications for extramural service funding and serves as the school’s liaison to campus- and university-level offices that provide pre- and post-award services. The Director of Business Affairs and Budget works closely with individual faculty on budget, indirect cost, and on other financial matters that arise during the process of budget construction and budget maintenance for extramurally funded service projects.

Critical components of the school’s approach to service programming to improve health include specific service-delivery units that seek to engage local community members, students, and IUB faculty and staff in health promoting activities. Examples of these key service units include:
Division of Campus Recreational Sports. A unit of the School of Public Health, Campus Recreational Sports’ mission is to connect, inform and inspire people to lead healthy, active lifestyles. The 204,000 square foot Student Recreational Sports Center (SRSC) features two multisport gyms, four Strength and Cardio spaces with over 400 pieces of combined cardiovascular and strength training equipment, the Counsilman/Billingsley Aquatic Center, an elevated running track, racquetball and squash courts, outdoor tennis courts and much more. The historic, newly renovated Wildermuth Intramural Center (WIC) features 10 basketball/volleyball courts, indoor track, racquetball and squash courts, new Strength and Cardio areas and Royer Pool. The newly renovated Woodlawn Fields and running track and 10 tennis courts are used to host sports for intramural and club sports. The IU Outdoor Pool has been part of the campus and Bloomington community since 1966 and includes a 10-lane, Olympic-size pool, separate diving well and an instructional pool. During 2012-2013 academic year, Campus Recreational Sports provided wellness services to over 37,000 individuals including IUB students, faculty and staff along with members of the Bloomington community.

Bradford Woods. Bradford Woods is an auxiliary enterprise of Indiana University and is part of the academic mission of the school, and a unit of the Department of Recreation, Park, and Tourism Studies. Bradford Woods seeks to promote and further the mission of the University and the school through the teaching, service, programs, and research Bradford Woods provides. For over 50 years Bradford Woods has been providing recreational, educational, and leadership development opportunities to youth and adults locally, nationally, and globally. Today, Bradford Woods annually serves over 25,000 people from different walks of life and parts of the world.

Eppley Institute for Parks and Public Lands. As a unit of the Department of Recreation, Park, and Tourism Studies, the Eppley Institute has a rich history and legacy related to park and recreation management. Indiana University, one of the first park and recreation management degree granting universities in the nation, has been a leader in parks, recreation and public lands education, research and technical assistance since 1946. The Eppley Institute is Indiana University’s unique outreach program for the park, recreation and public land management professions and works to enhance the quality of natural, cultural, and recreational experiences for all people. The Eppley Institute provides expertise in several areas, including technical assistance and research, planning and design, and training and education for the National Park Service and other similar organizations around the world.

IU Tennis Center. The IU Tennis Center (IUTC), an auxiliary of the school housed within the Department of Recreation, Park and Tourism Studies is an indoor tennis membership facility serving students, faculty and staff at Indiana University, the IU Men and Women’s Varsity tennis teams, and the surrounding Bloomington community. The IUTC promotes the positive health, cultural, physical, mental, and social benefits of tennis through programs such as Instructional Clinics and Cardio Tennis. The IUTC is the only eight court indoor tennis facility within a 50 mile radius. During the 2012-2013 academic year, the IU Tennis Center provided programming to over 1,000 local community members, faculty, staff, and students.

National Center on Accessibility (NCA). NCA is a center within the Department of Recreation, Park and Tourism Studies in the school. NCA believes that the principles of universal design and inclusion are important factors for achieving personal wellness and building healthy communities. Among people with disabilities, recreation and active leisure pursuits are vital for rehabilitation from illness or injury, prevention of disease, longevity and improved quality of life. Through its community-based efforts and educational programs, NCA
focuses on universal design and practical accessibility solutions creating inclusive recreation opportunities for people of all abilities. Since 1992, thousands of professionals such as park superintendents, facility managers, architects and landscape architects, program coordinators, civil engineers, planners, interpreters and exhibit designers, accessibility coordinators, advocates and consumers have drawn on NCA as a valued resource; and as a result, they have been able to affect change within their parks, facilities and communities.

**Counsilman Center for the Science of Swimming.** The Counsilman Center is named after James E. "Doc" Counsilman and honors his seminal work in developing the science of swimming. Doc Counsilman’s legacy to Indiana University is his unflinching pursuit of the scientific bases for swimming performance and his dedication to the use of academic research in that pursuit. As such, the Counsilman Center aims to continue to provide the swimming community with valuable information as a means to advance the sport of competitive swimming. The Counsilman Center is also home to the [Counsilman Center Indiana Swim Team](#), a competitive swim team for youth in the local region. During the 2012-2013 academic year, the Counsilman Center and its programs served more than 300 community members, faculty, staff, and students.

**IU President’s Challenge Physical Activity and Fitness Program.** The President’s Challenge is the premier program of the President’s Council on Fitness, Sports, and Nutrition administered through a co-sponsorship agreement with the Amateur Athletic Union. The President’s Challenge helps people of all ages and abilities increase their physical activity and improve their fitness through research-based information, easy-to-use tools, and friendly motivation. The IU President’s Challenge Program is based in the department of Kinesiology. During the 2012-2013 academic year, more than 800 schools and over 220,000 students participated in this program.

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

During the 2013-2014 academic year, faculty worked to enhance the extent to which the school’s promotion and tenure criteria were more reflective of the deep levels of community engagement and varied types of service reflected in the work of faculty, staff, and students. Additionally, an intended outcome of this revision to the promotion and tenure criteria was that they would be more closely aligned with the goals, objectives, and values of the school.

The criteria for promotion and tenure now include a more articulated description of the extent to which community-engaged activities (across research, teaching and service) are expected and valued. For example, community-engaged efforts to translate research in order to inform policy, practice, and general population knowledge are now reflected in the criteria for research; community-based teaching, service learning, and efforts to advance professional practice are reflected in the criteria for teaching; and practice-based service that includes collaborations with community-based organizations is now highlighted in the service criteria.

Additionally, faculty approved a new conceptual approach to the definition of “service” for purposes of promotion and tenure within the school. This section of the criteria now defines and demonstrates the value of three distinct types of service, including: academic service, practice-based service, and service to professional organizations.
These revisions to the promotion and tenure criteria are a direct result of the self-study process and we believe now offer a more articulated statement about the extent to which these types of activities are not only valued, but expected. A copy of the SPH Promotion and Tenure Criteria are available as Electronic Resource 1.3.i.

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.

Table 3.2.1 (linked here) provides a description of the school’s service activities conducted in collaboration with external partners for the 2011-2012, 2012-2013, and 2013-2014 academic years. For the 2011-2012 academic year, data only reflect those from the school’s centers and institutes and from members of the primary MPH faculty given that the Partnership Tracking System of the school only collected data from those groups prior to 2012. Data for subsequent years includes the total school.

Table 3.2.2 (linked here) provides a summary of extramural funding categorized as service funding for the 2011-2012, 2012-2013, and 2013-2014 academic years.

d. Identification of 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 3.2.3 Performance toward Service Indicators, 2011-2014

<table>
<thead>
<tr>
<th>SERVICE INDICATORS</th>
<th>TARGET</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td># proposals submitted for new (not continuation) extramural funding for community engaged service</td>
<td>36</td>
<td>49</td>
<td>33</td>
<td>31</td>
</tr>
<tr>
<td># active extramural awards for community engaged service</td>
<td>50</td>
<td>38</td>
<td>37</td>
<td>26</td>
</tr>
<tr>
<td>total annual extramural expenditures for community engaged service</td>
<td>$10,000,000.00</td>
<td>$8,318,243</td>
<td>$8,716,938</td>
<td>$5,383,401</td>
</tr>
<tr>
<td># of faculty engaged in community-based service activities</td>
<td>100</td>
<td>26</td>
<td>70</td>
<td>87</td>
</tr>
<tr>
<td># of staff engaged in community-based service activities</td>
<td>130</td>
<td>96</td>
<td>127</td>
<td>123</td>
</tr>
<tr>
<td>% of faculty-driven community-based service activities that include students as participants</td>
<td>33%</td>
<td>49% (14/29)</td>
<td>34.1% (72/211)</td>
<td>38.1% (69/181)</td>
</tr>
<tr>
<td># of students who participate in health enhancing activities of the school's wellness oriented centers, institutes, and auxillaries</td>
<td>250,000</td>
<td>36,210</td>
<td>35,700</td>
<td>258,305</td>
</tr>
<tr>
<td># of community members who participate in health enhancing activities of the school's wellness oriented centers, institutes, and auxillaries</td>
<td>3,500</td>
<td>3562</td>
<td>3058</td>
<td>3206</td>
</tr>
<tr>
<td># of faculty and staff who participate in health enhancing activities of the school's wellness oriented centers, institutes, and auxillaries</td>
<td>3,000</td>
<td>2599</td>
<td>2722</td>
<td>2786</td>
</tr>
</tbody>
</table>
e. Description of student involvement in service, outside of those activities associated with the required practice experience and previously described in Criterion 2.4.

In addition to the curricular programs and other educational opportunities that are designed to facilitate opportunities for students to gain varied perspectives on diversity, inclusion, and social justice, the school maintains a program that plays a particularly important role in these efforts, known as SPH Engage. SPH Engage is a school-based engagement and leadership education program for undergraduate and graduate students providing customized learning opportunities to support successful transition into the school and to support interactions with diverse community organizations. To ensure effective linkages to community-based partners with which the faculty and staff are engaged for purposes of research, teaching or service, at least one member of the SPH Engage staff is located within the school’s Office of Global and Community Health Partnerships, the office that leads the school’s workforce development and continuing education initiatives.

The undergraduate program, Engage U, includes four semesters of leadership development coursework, workshops, engagement, portfolio development, and personal interaction. SPH Engage assists students as they transition from high school to college. The graduate program, Engage U2, includes three semesters of leadership workshops, engagement, tracking of knowledge gained, and interactions designed to assist SPH students as they transition into graduate school. Upon completion of Engage U and Engage U2 students deliver a brief presentation summarizing their goals and knowledge gained. Following the presentation students will be recognized on the SPH Engage website and will receive a recognition award.

Additionally, to ensure that the school provides an organized approach to helping students understand the extent to which global public health issues are without national borders and requires students to gain skills working with different cultures around the world, the Office of Global and Community Health Partnerships facilitates student engagement in the school’s global efforts with institutional and organizational partners. During the 2012-2013 academic year, the school documented 94 different international partnerships between our faculty and staff and international partner organizations. During this same year, 45.7% of these partnerships included students.

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.

Strengths

Service to the public and to health-related organizations is a cornerstone of the philosophy and mission of the school. The school has a highly active portfolio of service-based activities that engage faculty, staff, and students in efforts that contribute to the advancement of public health practice. During each of the last three years, the school has documented extramurally-funded expenditures of more than $8 million for community-based service activities. During the 2013-2014 academic year, a total of 87 faculty and 123 staff were involved in a total of 181 community-based service partnerships, of which approximately 38% involved students as participants.

An additional strength of the school is its history in the provision of health-enhancing activities to students, faculty, and community members throughout the state. Given Indiana’s severe challenges with such public health problems as obesity and diabetes, programs that support
physical activity among diverse groups of individuals are an incredibly important element of efforts to achieve our mission. Through the school’s Division of Campus Recreational Sports and programs such as the Presidents Challenge, our community-based swimming programs, and others, we reached over 200,000 individuals in each of the last three years.

As a result of this self-study, faculty worked to enhance the extent to which the school’s promotion and tenure criteria were more reflective of the deep levels of community engagement and varied types of service reflected in the work of faculty, staff, and students. The school also worked to revise the standing committees of the school’s governance structure, which now includes committees focused specifically on evaluation and planning related to the community-based engagement activities of faculty, staff, and students.

Weaknesses
Throughout the school’s transition, significant efforts were undertaken to help the school conceptualize and articulate the meaning of “service” within a school of public health. Important to these efforts was to help faculty and staff distinguish between the traditional forms of “academic” service and other, more community-engaged forms of service. The newly revised SPH Promotion and Tenure Criteria are an important outcome of these efforts. However, work remains to help faculty understand the unique ways through which documentation of the expectations outlined in these new criteria are realized. These new criteria also hold the promise that, despite the school’s historical efforts in the area of service, we will see our efforts expand and that more faculty in particular will expand their research and teaching programs to include service components that engage both diverse constituents and students. Accordingly, it may be the case that the school’s measurable indicators for service need improvement over time to ensure that they accurately reflect the efforts in this area.

The SPH Engage program is also relatively new and was designed to include as one of its components mechanisms to facilitate student engagement in community-based service. During the 2013-2014 academic year, approximately 38% of the school’s service partnerships included students as participants, which exceeds the school’s current target of 33%. However, these targets are based upon proportion of partnerships, and don’t fully reflect the desire of the school to ensure that all students have community-based experiences as a component of their academic experience. Work remains to develop mechanisms that facilitate student engagement in service in ways that are sustainable and effective.

Future Plans
The school will undertake a review of its goals, objectives, and corresponding measurable indicators during the 2014-2015 academic year given that it represents the first academic year after which the school has had three full years of data available for evaluation and planning purposes. Important to this will be to consider consistency between our evaluation and planning activities and the new criteria for promotion and tenure, which collectively should result in advancements across the school’s community-based service outcomes.

The school also plans to pursue an academic “endorsement” for students who are engaged in significant levels of community-based service during their time at IU, identified as the “community engagement and leadership endorsement.” After completing a series of coursework and community experiences, this “endorsement” can be added to a student’s transcript and we believe can be a valuable indication of one’s commitment to community-based engagement, facilitating a new generation of our graduates who leave IU with both an acknowledgement of their efforts and with a commitment to a career that is community-engaged. Work toward this activity has been initiated and conversations with campus-level officials about such a process
are ongoing. It is a goal to establish this mechanism prior to the end of the 2014-2015 academic year.

Also during the 2014-2015 academic year, several standing committees of the SPH Academic Council, including the Committee on Service, the Committee on Community Engagement and Workforce Development, and the Committee on Teaching and Learning plan to work together to identify mechanisms that will help faculty build capacity to incorporate more community-based service activities (e.g., service learning) into their academic efforts. Particularly important to this work will be not only knowledge and skill development, but also efforts to assist faculty with interpreting the new promotion and tenure criteria that reflect community-based efforts as an expected area of service.