

UConn Health Center
Public Issues Council
Monday, December 20, 2010

Present:

David Henderson, Bruce Gould, Doug Oliver, Helen Swede, Nick Warren, Dan McNally, Joanne Kuntz

Item	Discussion	Motion/Action
<p>1. Discussion of the recognition of community service/engagement</p>	<p>The following points were made in the course of the discussion</p> <ol style="list-style-type: none"> 1. Should recognition of community service be separate from CREAM profile <ol style="list-style-type: none"> a. It is not activity that has a dollar value 2. Community service is an important aspect of admission to medical school. We emphasize it up front, but if they do not see exemplars of this students are being given a confusing message <ol style="list-style-type: none"> a. Once students are admitted, there is a community service requirement of 15 hour over 4 years requirement for service, but then none for residency and beyond. 3. If the tracking of community service becomes standard, it becomes easier to create the reports that are required from time to time to quantify what you do 4. Is it realistically possible to get it into the guidelines for promotion 5. Is it important to document, even though we may not immediately be able to quantify it 6. How do you define community service for people in different tracks? How to assess it <ol style="list-style-type: none"> a. Perhaps list a set of examples of what is considered community service b. Start collecting data on what people actually do 7. At is the value of community service <ol style="list-style-type: none"> a. Give back to the community b. Gives back to us, you get something from the activity c. We represent UCHC in the community d. Elevates the profile of the university 8. Barriers <ol style="list-style-type: none"> a. Issues of liability b. Consulting policies. If you are not being paid, it is an academic activity and you are 	<ul style="list-style-type: none"> • Circulate the Bylaws

	<p>representing the community</p> <p>c. When going up for promotion, some faculty report being advised to avoid this type of activity. This is a cultural message that is not what we want.</p> <p>d. Such activities detract from paying work</p> <p>9. Question: should community service be a required faculty activity, or should we simply find ways to reward when people do this? Do you get penalized for not performing community service?</p> <p>10. General feeling that we need some level of concreteness when putting this out</p> <p>a. Create a list of examples, suggestions, from which an individual can chose a type of service.</p> <p>11. Most clinical faculty are medical educators; this is the biggest group of faculty, but people in different departments can justify this type of activity to different degrees. How could community service be defined to be relevant to the widest range of faculty?</p> <p>12. How do we counter opposing arguments?</p> <p>a. We are a land grant institution; our mandate includes activities that are of value to the citizens</p> <p>13. Teaching in the community is the most defensible activity</p>	<ul style="list-style-type: none"> • Try to develop a brief formal statement regarding community service • Invite Howard Tennen to begin to explore possibilities of ways this idea might fit into the faculty review and promotion process
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