

CPH Faculty Community Service Impact Award Nominations

**Deadline: March 16, 2026
(Monday following Spring Break)**

Definition of Community Service

Community service includes unpaid involvement with professional and academic associations and societies outside of George Mason and unpaid advising roles involving community engagement. 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.

Examples of community service include (but are not limited to):

- peer review activities, including reviews for scientific journals, ad hoc or standing members of grant review committees, and invitation to review departments or programs
- elected leadership positions within professional societies and academies
- organizing scholarly events in the discipline, such as special conferences
- election to professional societies and academies
- service on advisory boards or expert panels.

Community Service Impact Award

This monetary award will be given to faculty member(s) engaged in community service that impacts public health as described above. Evidence may include community service at the local, regional, state, or national level that has impacted legislation and/or advocacy, public health, and individual health and wellbeing. All the service work must have been completed while the faculty member was employed at George Mason University.

Eligibility:

Self-nominations are allowed. Nominees must be CPH full-time and tenure-track, tenured, or term faculty members who have been appointed to the George Mason faculty for at least 3 years. Adjunct faculty are not eligible for this service award. Faculty members who receive this service award are ineligible to receive the award again.

Nomination package must include:

- Completed nomination Cover Page (see next page)
- A letter (maximum of 500 words) highlighting the nominee's extramural service. Describe the community service provided outside of faculty's service expectations in their workload. Include roles served and dates of service, and its impact(s) on legislation and/or advocacy, public health, and individual health and wellbeing. Describe how the nominee integrates these service experiences into their instruction of students.
- One letter of support (two single-spaced pages or less) stating the community impact this person has made. Additional letters of support are optional.
- A current copy of the nominee's biosketch (limit 5 pages)

Nominations are due by **March 16, 2026**.

**College of Public Health
Community Service Impact Award Nomination
Cover Page**

Applications due on March 16, 2026

Please include this as the first page of nomination packet.

GMU Faculty Status (check one):

Tenured/Tenure-track Faculty (Full-Time)
 Term Faculty (Full-Time)

Eligibility

CPH full-time faculty members (tenure-track, tenured, or term), who have been appointed to the Mason faculty for at least 3 years. Adjunct faculty are NOT eligible for this service award.

Nominee

Name:

Title:

Department or Work Unit:

Start Year of GMU Employment:

Nominated by:

Contents of Nomination Packet (see instructions for details):

- Letter (maximum 500 word) highlighting the nominee's extramural service.
- One or more letters of support
- Nominee's biosketch (limit 5 pages)

Please send Nomination Packet via email to **cphaward@gmu.edu** no later than 5:00 PM on **March 16, 2026**. Please enter "**Community Service Impact Award Nomination**" in the subject line.

Rubric A1d

Criterion	0 Does Not Meet Expectations	1 Below Expectations	2 Meets Expectations	3 Exceeds Expectations	Points Earned
Scope of Service	Service minimally exceeds expectations; unclear roles or brief involvement.	Service somewhat exceeds expectations; limited roles or short duration.	Service exceeds expectations; one or more roles with moderate duration.	Service highly exceeds expectations; multiple roles and sustained engagement over time.	
Integration into Teaching/ Mentorship	Minimal or no integration of service into instruction.	Some integration into teaching, but limited connection to student learning.	Service is incorporated into instruction in meaningful ways.	Service experiences are clearly integrated into teaching through real-world examples, projects, or reflection.	
At least one of the following for each service experience included					
Impact on Legislation/ Advocacy	Minimal or no involvement in advocacy or legislative efforts.	Involvement in advocacy or legislative efforts with limited impact.	Active participation in advocacy or policy-related efforts with some evidence of impact.	Demonstrated influence on policy, legislation, or advocacy efforts with measurable outcomes.	
Impact on Public Health	Minimal or unclear impact on public health.	Service supported public health efforts with limited reach.	Service contributed to public health initiatives with moderate impact.	Service led to significant improvements in public health outcomes or systems.	
Impact on Individual Health & Wellbeing	Minimal or no evidence of impact on individual health and wellbeing.	Some contribution to individual health and wellbeing, but impact is unclear.	Positive influence on individual health and wellbeing with anecdotal evidence.	Clear, documented improvements in individual or health and wellbeing.	