

UCR Healthy Campus   
Faculty Competition Checklist

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| UCR faculty participation in the Healthy Campus aligns with all aspects of the academic mission of teaching/mentoring, research, and service. Faculty participation may enhance academic career advancement and tenure opportunities, student collaboration and role modeling, research opportunities as well as contributions of faculty research to inform HC directions. In addition, getting involved has the potential to improve personal health and well-being. | | | |
| **Faculty Name:** | Click or tap here to enter text. | | |
| **College:** | Click or tap here to enter text. | | |
| **Unit:** | Click or tap here to enter text. | | |
| **Checklist to Earn Points** | | | |
| **Faculty Engagement Activities with HC** | | **Point Value** | **✓** |
| Develop and offer a ***new*** course(s) related to public and/or personal health and well-being, such as on Nutrition, Physical Activity, Public Health, Mental Health, Substance Use, Prevention, etc. | | * **100 points/course** (points will be awarded for any submissions in progress) |  |
| Offer new courses or enhance existing courses related to public and/or personal health and well-being, such as on Nutrition, Physical Activity, Public Health, Mental Health, Substance Use, Prevention, etc. | | * **75 points/course** |  |
| Offer a research course in which one or more students conduct HC-related research | | * **75 points/course** |  |
| Conduct research and/or evaluation for HC | | * **75 points/evaluation** |  |
| Apply for HC Project Grants | | * **50 points/project grant application** |  |
| Participate as co-chair in one of nine HC subcommittees | | * **50 points** |  |
| Offer an internship course and supervise student working with the HC | | * **30 points/course** |  |
| Mentor a student who is conducting HC-related research | | * **25 points/student** |  |
| Participate, as a member, in one of nine HC subcommittees | | * **25 points/committee** |  |
| Encourage students to develop HC-related student projects to meet course requirements | | * **20 points/project** |  |
| Sharing HC tips with students and encourage students to engage in healthy behaviors | | * **10 points** (*1 time only*) |  |
| Offer students extra credit for participating in HC activities such as events or meetings | | * **5 points/extra credit option** |  |
| [Include in your syllabi a “blurb” about HC](https://wellness.ucr.edu/healthy_campus_initaitive/faculty_challenge/ucr_healthy_campus_faculty_syllabi_suggestions.pdf) (like the blurb for the Academic Resource Center | | * **1 point/syllabi** |  |
| Announce HC updates/opportunities to students and colleagues | | * **1 point/announcement** |  |
| Utilize the tips and strategies in the [Healthy Classroom Pedagogy Practices Guide](https://wellness.ucr.edu/healthy_campus_initaitive/faculty_challenge/ucr_healthy_campus-healthy_classroom_pedagogy_practices.pdf) | | * **1 point/tip** |  |
| For more information, contact: [Dr. Ann Cheney](mailto:'Ann%20Cheney'%20%3cann.cheney@medsch.ucr.edu%3e), Assistant Professor, Center for Healthy Communities and [Julie Chobdee](mailto:Julie.Chobdee@ucr.edu), MPH, Wellness Program Coordinator with UCR Human Resources | | | |
| Stuck on how you can fulfil the spirit of the challenge? Here are some outside the box ideas.  *Tell us what you did!*  **Outside the Box Examples**   * If you’re faculty in chemistry, incorporate lectures or labs showing how chemistry is connected to health such as featuring the chemistry behind running the 400 meter race. * If you’re faculty in critical dance, encourage your MFA students to engage one of the HC subcomittes in brainstorming ways to incorporate health into new work. For instance, MFA students might be interested in the power of dance in healing and recovery. They could engage the Substance Use and Addiction HC subcomittee to learn more about recovery and how to incorporate it into dance. * As the designated faculty mentor/sponsor of a student organization, encourage the organization to a) engage in HC activities, a) incorporate health topics into their activities, and/or b) employ healthy practices when executing the organizational mission. * If you are a faculty in Computer Sciences, incorporate how technology has been used to advance health in today’s society, technological support for mental health issues, etc. * If you are a faculty in Engineering, collaborate with students to research ways to build devices or transform environments that can support both physical and mental health. * If you are a faculty in Business, assign students projects to teach them skills on how to develop a business plan/case for a healthy campus, marketing plan to promote healthier food choices on campus, etc. * If you are a Faculty in Genomics, contribute information on how specific foods can be beneficial to health or new discoveries to detect disease and illness. * Create a half day seminar or symposium (with demonstrations, activities, etc.) related to health and well-being that is open to the general campus as well as local public. | | | |
| All participating faculty must complete the project checklist and submit to [healthycampus@ucr.edu](mailto:healthycampus@ucr.edu),  no later than **May 7, 2019** to be eligible. | | | |