

TO: University Community
FROM: Regional Campus Service Committee
DATE: April 24, 2006
RE: Discussion Document

Background

Provost Jeffrey Herbst established the Regional Campus Service Committee (Committee) in Fall 2005. His charge to the Committee is:

I hope that the committee will provide guidance to the University Promotion and Tenure Committee on how service by regional faculty should be evaluated. This is an important and complicated issue. I hope that you will report on different indicators to be used to judge service contributions, whether service to the community should be differentiated from service to the profession, and how assistant professors can be mentored with regard to service. There may be other issues that you also wish to discuss.

The committee met on seven occasions. We discussed our charge, reviewed literature on professional service in universities, and discussed many aspects of the complexities of documenting and assessing service. We sought input from the University community through two open forums on the regional campuses, and we are now seeking the input of administrators through a discussion at the Provost's breakfast.

To assist in the discussion, please consider the mission of the regional campuses (attached).

Initial Thoughts of the Committee

1. In discussing the broad topic of "service," committee members found it helpful to create broad distinctions between different types of service.
 - Institutional service – service to the department, division, campus or university, including for example, committee memberships, senate membership, and serving in an administrative capacity
 - Disciplinary service – service to professional organizations, scholarly societies, accreditation boards, or educator standards boards
 - Professional service – service that utilizes the application of one's disciplinary expertise to real-world issues or problems in the community

(e.g., a mathematics professor works with a local high school on math curricula)¹

- Community engagement – service to the community as a representative of the campus (e.g., outreach to area high schools as a vehicle for improving matriculation to the campus, serving on the board of the local United Way campaign).

The committee discussed whether or not any of these different types of service should be required. Because institutional service is critical to faculty governance and to the enterprise of running a campus, we felt that institutional service must be a part of faculty member's service profile. We also recommend that regional campus faculty who list service as their second criterion must also include service in at least two of the three areas of disciplinary, professional or community engagement as part of their service agenda. Since professional and community service are fundamentally important to the mission of the regional campuses, service in those areas is highly valued, and should be a high priority.

2. Service, particularly for faculty who list it as their second criterion, should be held to the same standard that is expected of teaching and scholarship, and should possess the same intellectual rigor and assessment of quality.
3. Service contributions for faculty who list it as their second criterion should be intentional. Faculty should carefully develop, in concert with coordinators, mentors, chairs and deans, an agenda, philosophy and plan of service. These plans should be tailored to the specific discipline of the faculty member, and the needs of the campus.
4. Service contributions must be carefully documented. The committee recommends that faculty develop a service portfolio, that might include some or most of the following:
 - Service philosophy /agenda
 - Description of specific service activity (goals and objectives, time spent, what was done, extent and nature of the faculty member's involvement)
 - The scholarly expertise contributed by the faculty member
 - Reports or products that resulted from the service
 - The faculty member's self-reflection about lessons learned, surprises encountered, perceived outcomes, and impact of the service contribution.²

¹ The distinctions between institutional, disciplinary and professional service are drawn from Lynton, E. (1995). *Making the case for professional service*. Washington DC: American Association of Higher Education. See in particular Appendix 4, "A faculty guide for relating public service to the promotion and tenure review process, University of Illinois-Champaign".

² Again, Lynton (1995) was very helpful here – see especially page 29

Note that in a service portfolio, the faculty member chooses specific service activities to highlight (providing more extensive documentation for those activities that best characterize his/her service contributions); there is not an expectation that every committee served on is described in such detail. In the case of faculty who have service as their second criterion, community engagement and/or professional service could receive priority credit in the service portfolio, given the institutional mission of the regional campuses.

5. Service contributions for faculty who list it as their second criterion should be evaluated in a systematic manner. Evaluations may be written by the clients or sponsors of an activity, academic administrators or colleagues who worked together on a committee with the faculty member, and/or external experts in the discipline. In addition, when service is integrated with scholarship, service may be evaluated as a component of these scholarly products (such as the quality of an applied journal, or the receipt of a training grant). Evaluators could use criteria such as the depth of expertise and preparation, quality of the work, impact, and appropriateness of goals.³ Details on the evaluation of service should be worked out in a service effectiveness plan (see #7).
6. Regional campus deans, department chairs, and department P & T committees must address the quality and impact of service in their annual letters of evaluation, and in letters written for promotion and tenure.
7. The committee recommends that the regional campuses take the lead in developing “service effectiveness plans” that are analogous to departmental teaching effectiveness plans (in consultation with Oxford departments where appropriate). These service plans would be required to express clearly the value weightings assigned to the four different forms of service and would be required to address the vehicles for providing evidence to evaluate service, including the role, where appropriate, of external review letters. To get the process started, regional campuses could develop a “service template” that reflects the unique service missions of regional campuses.
8. Service mentoring and education will be needed. Since development of a “service portfolio” would be breaking new ground at Miami, faculty will need support and guidance in how to develop such portfolios. The Regional Campus Deans will have to develop new mechanisms for mentoring faculty in development of these materials. And, faculty annual reviews would have to include greater guidance on the development of the service agenda, portfolio, and assessments of quality.

Fortunately, some resources already exist to link faculty to service opportunities, i.e. the Tenure-Eligible Release for Creative Activity, Scholarship, and Service (TERCSS) program at MUM and MUH, Center for School-Agency-Community-University Partnerships, Center for Public Management and Regional Affairs,

³ See also Lynton (1995) pp. 30-31, 49

MUM/MUH Business and Industry Centers, MUH/MUM Community Resource Center, MUM's Applied Research Center, etc. These centers and programs could be utilized as vehicles for linking faculty to community agencies and industry, as well as schools and government. However, mentorship in developing the agenda of service and materials to document service lies with the Regional Campus Deans and their staff.

9. Regional campus faculty have expressed great concerns about inequities if new expectations for service and its documentation are simply added on top of traditional expectations for teaching and scholarship. Just as differential teaching loads have emerged as a mechanism for acknowledging the contributions of different faculty, so too should differential service loads be understood. There are at least four models at work here: 1) the "Oxford Campus model" with teaching first (with a 6-9 hour load), research second, service third, 2) the "Oxford Campus Probationary faculty model" with teaching first (load reduced during the first two or three years to a 3-6 hour load), research second, service third, 3) the "Regional Campus Reordered Criteria model" with teaching first (with a 12 hour load), service second, research third, and 4) the "Regional Campus Traditional Criteria model" with teaching first (with a 12 hour load), research second, service third. Given these different models of faculty load, it is clear that service expectations must be contextualized around the role of the particular faculty member in the department, discipline and campus.
10. The process of developing a service agenda, and creating a service portfolio, could be implemented on a fairly fast timeline (and indeed, these issues will be the centerpiece of the fall 2006 Regional Campus Workshop). Because our recommendation that professional service and/or community engagement be most highly valued in the service agenda will be new to some faculty, there will have to be recognition that it will take some time to develop and implement new service projects in these arenas.

Discussion Questions for Regional Campus Faculty

Given the unique mission of the Regional Campuses, should regional campus faculty make community engagement and professional service a high priority? What does it mean to privilege some types of service over others?

What constitutes effective institutional service? Disciplinary service? Professional service? Community engagement?

What documentation of service would be appropriate for faculty who have service as their second criterion?

What are your ideas for evaluating the quality and impact of institutional, disciplinary, public and community service?

Discussion Questions for Oxford Departments

Does the distinction between institutional service, disciplinary service, professional service and community engagement make sense for your department? Which of these activities are particularly consistent with the mission of your department? with the role of your departmental faculty who are located on a regional campus?

What has to happen in your department in order to clarify the service responsibilities, documentation, and evaluation for your regional campus faculty?

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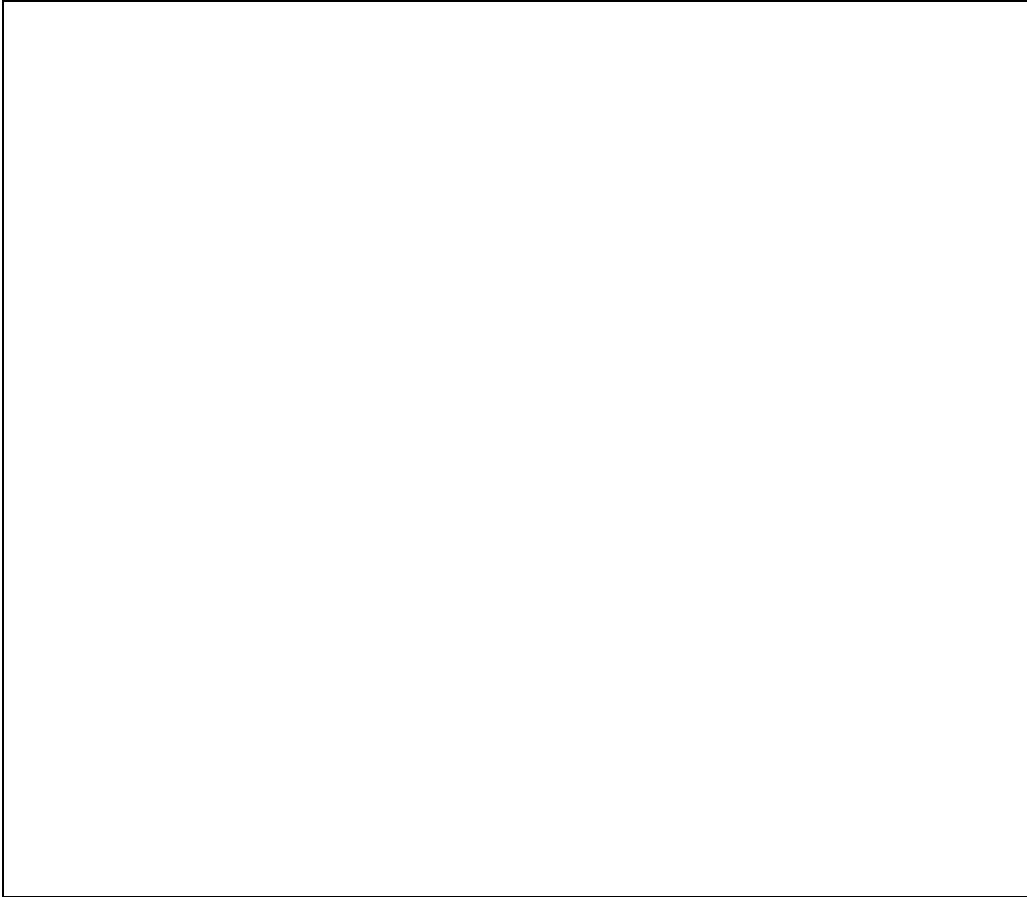
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Ward, Kelly. *Faculty Service Roles and the Scholarship of Engagement*. Hoboken, NJ: Jossey-Bass, 2003.

Mission of Miami University Hamilton and
Miami University Middletown



Source: Ohio Board of Regents Operating Manual for Two-Year Campuses

Through such reports as *Managing for the Future: Challenges and Opportunities for Higher Education in Ohio* (OBOR 1992), *Securing the Future of Higher Education* (OBOR 1992), and the *Report of the Governor's Commission on Higher Education and the Economy* (2005), the need for all Ohio Universities to better serve the above stated mission, as well as to contribute to economic development, has been better refined. As many of you may know, there has been a statewide trend toward expanding the degree dimension of the mission to include bachelor's degrees that are designed to satisfy local workforce needs.