

Task Force on Service

Summary of Ideas to Enrich the Evaluation of Faculty Service

June 3, 2014

The Task Force on Service, whose membership included Nancy Aries, Erec Koch, Helaine Korn and Maneet Padnani, as well as Katherine Behar, Eric Gander and Ely Shipley, provided the following list of new observations and measurements that could be made in the assessment of faculty service contributions.

--The task force acknowledges the value of crafting and promulgating a statement on service for Baruch College, a statement that would be included in the Faculty Handbook and in all documents pertaining to reappointment, tenure, and promotion. This statement would both assert the value of service in the Baruch academic community and list accepted categories of such service. The statements below from other institutions could serve as models for Baruch's own statement on service.

Evergreen State on Service:

Service. All faculty members are expected to uphold the value of shared governance (see Article 2) by participating in College affairs. Examples of service to the College include completing governance assignments deemed important by the Faculty Agenda Committee and College administration, and contributing to the College community and the wider community in ways that advance or positively enhance the mission of the College.

Colorado College

Faculty members serve the College community in many ways. They may serve on committees; assist with departmental activities; advise student organizations; participate in interdisciplinary programs; engage in artistic performances or academic presentations on campus; and represent the College in the wider community, in academic professional societies, and on committees of the Associated Colleges of the Midwest.

Faculty members are expected to attend the Fall Conference that marks the formal opening of the academic year and to participate in specified activities of New Student Orientation. They are also expected to be present at those occasions that call for academic processions: Fall Convocation, Honors Convocation, Baccalaureate, and Commencement.

--The task force acknowledges the value of having both the candidate's service narrative and the chair's evaluation and report address service contributions by responding to the following prompts.

- 1) Does the candidate participate in and, as appropriate, contribute to department meetings, General Faculty Meetings, and College Commencement?
- 2) How has the candidate's service contributed to the mission of the department, school, college, Grad Center, or university?
- 3) Indicate the influence the candidate rendered to the profession which is of local, national, international importance and scope?
- 4) Indicate the influence the candidate's service rendered to the public good?
- 5) What are the candidate's most significant service accomplishments or initiatives on which she/he worked (all categories above)?

--The task force recognizes the value of having department standards for tenure and promotion should include service, and departments are invited to consider establishing priorities or even hierarchies of service categories.

-- The task force recognizes the value of having a more individualized plan of service for each faculty member. Each faculty member could make a plan with his/her chair in the first year or so, as part of her/his annual review, a document that outlined specific expectations, goals, or interests for service. This plan could serve as a guide to goals that would assist in evaluating the faculty member's service in the time leading up to tenure.