

BEST PRACTICES FOR EVALUATING FACULTY SERVICE

Service is defined as activities in which faculty members offer professional knowledge, skills, and advice to their communities (University, profession, and public). Service activities, whether compensated or not, draw on professional expertise, relate to the teaching and research missions of the University, and, typically, imply a connection to the University. Sharing professional expertise with those outside the academy is both an educational experience and a test of the results of research. It follows that not all "services" faculty perform will be relevant to the University's judgment of their work. Activities in which faculty engage that do not involve their professional expertise - activities centered on the family, neighborhood, church, political party, or social action group - are commendable as being the normal commitments of citizenship, but are not components of the workload of a member of the faculty. When involved in those activities, faculty members do not typically present themselves as representatives of the University.

University

Service to the University can include the following:

- Participation in the review of the teaching and research of peers;
- Service as mentor to a probationary faculty member;
- Active service on the Faculty Senate or other college or campus committees;
- Participation in the development of interdisciplinary programs and/or courses.

Profession

Service to the disciplinary specialty can include the following:

- Active service in leadership structure or on a committee of a professional organization;
- Service on the editorial board of a journal;
- Maintenance of web site or moderation of listserve;
- Service as a reader for a journal or university press.

Public

Service to the public can include the following:

- Consulting, whether compensated or not, on matters within the professional expertise of the faculty member;
- Conducting workshops or giving speeches in one's area of expertise;
- Engaging in creative activities and research projects which are not intended for peer review;
- Evaluating community sponsored programs or activities.

While service is, like teaching and research, a required component of the professional life of a faculty member, the type and amount of service a faculty member engages in will vary from year to year and from department to department. Specific service expectations will be negotiated by the faculty member and the department head at the annual planning and review conference. For probationary faculty, service is not a substitute for the establishment of a solid record of independent research and/or creative activities and quality instruction.