Service – conversation about expectations (02-02-14 – Karow)

1. Current Faculty Handbook Language
   a. Service: Faculty service is essential to the University’s success in serving its central missions, and is a responsibility of all faculty. Faculty will be held accountable for that responsibility, and rewarded for their contribution according to specific expectations laid out in their position descriptions. As with other duties, the FTE ascribed to service in the position description should be an accurate representation of the time assigned to the activity.

   Faculty members perform a broad array of services that are vital to supporting and sustaining the quality and effectiveness of the University and its programs (institutional service), and to their disciplines (professional service). Faculty members are expected to provide service to the University, its students, clients, and programs, as collegial and constructive members of the University and the broader community. Examples include service in faculty governance; in academic and student-support units; in international development; in community and state programs; in mentoring students and student groups; and on department, college, and university committees. Service to professional organizations contributes to the national and international intellectual communities of which OSU is a part. The part of faculty members’ service duties that draw upon their professional expertise and/or are relevant to their assignment, may be considered as a component of a faculty member’s scholarship or creative activity, if the work meets the standard criteria of peer validation and dissemination. The appropriate designation of each service duty should be discussed with the individual’s supervisor prior to taking on the duty.

   Many faculty make important service contributions to university relations or to the community that are not directly related to their appointments. Though valuable in their own right, and ideally a responsibility of all citizens, these efforts are considered in promotion and tenure decisions only to the extent that they contribute to the mission of the University.

   b. Criteria for Promotion
      i. Promotion to the rank of Associate Professor is based upon evidence of the candidate’s: appropriate balance of institutional and professional service.
      ii. Promotion to the rank of Professor is based upon evidence of the candidate’s: exemplary institutional and professional service, and an appropriate balance between the two.

2. The concern - there is circumstantial evidence that we have created or narrowed our definition of what it means to demonstrate exemplary service for the associate to full promotion
   a. University governance participation seems to be an expectation rather than just one of the types of institutional service that can be used to meet promotion metrics
   b. Leadership of professional organizations seems to be the metric for promotion
c. Is this indeed the case? If so, do we need to specifically state that full professor promotions require leadership at both institutional and professional settings, in appropriate balance? Or can being an exceptional “work horse” be enough?

d. Does significant leadership on departmental or university committees qualify as distinction for some positions, i.e. off-campus based faculty, versus Faculty Senate participation? While remote participation in FS is possible, full participation is still challenging.

e. Should we/can we create different exemplary service expectations for faculty depending on the known circumstances of their position?

f. Note From Faculty Senate Executive Committee Fall 2013 Retreat – We now have two promotional steps in all positions types. Step one is being a good citizen. Step two is providing leadership and demonstrating leadership capacity. The level will vary with position. The types of activity can vary with positions but the difference between the two steps must be obvious so that one can distinguish one from the other. Better articulate expectations.