

Task Force on Service

Summary of Ideas to Enrich the Evaluation of Faculty Service

Fall 2014

The Task Force on Service, whose membership included Nancy Aries, Erec R. Koch, Helaine Korn and Ameet Padnani, as well as Katherine Behar, Eric Gander and Ely Shipley, met three times in spring 2014 and provided a list of new observations and measurements that could be made in the assessment of faculty service contributions. The following statements summarize those ideas on service and the assessment of service.

--The task force acknowledges the value of crafting and promulgating a statement on service for Baruch College, a statement that would be included in all documents pertaining to reappointment, tenure, and promotion and that would embellish the existing statement in the College P&B Guidelines. This statement would both assert the value of service in the Baruch academic community and list accepted categories of such service. A draft of this statement, prepared in response to the task force's recommendations, follows:

Service for Baruch faculty consists in making significant contributions to the shared goals of Departments, Schools, the College, the Grad Center, and CUNY, as well as to those of pertinent organizations that are associated a faculty member's own extra-mural academic community and/or professional community. Service also includes engagement in professionally related activity that has local, regional, national, or international impact.

Categories of such activities:

Institutional Academic Citizenship: participation in activities related to governance, curriculum, policies, hiring, and mentoring. Examples include active participation in the work of department, school, college, Grad Center, and University committees, which range from curriculum, search, and tenure and promotion committees to governance bodies. This category also includes participation in events of the academic community, such as Fall Convocation, Commencement, Freshman Orientation, and admission recruitment and yield events.

Civic Engagement: participation in service events that contribute to student engagement and that invest in student success; and in community and civic engagement efforts that are enriched by faculty expertise. This category would include participation in student centered events on research or advising student clubs. Faculty may make significant contributions to the community by, for example, participating in public fora or media events dedicated to the faculty member's area of expertise.

Service to Own Academic, Disciplinary, and Professional Communities: service to one's own academic community, defined as a discipline or a profession. This would include serving as external reviewer for tenure and/or promotion cases or academic program reviews, serving as reviewer of journal articles or book manuscripts, serving as a journal editor, serving as an officer or committee member of a professional society or association.

-- In addition to tracking service contributions in the appropriate categories in Digital Measures, 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) How has the faculty member engaged in Institutional Academic Citizenship? In Service to Academic Community and Broader Civic Engagement? In Service to Own Academic, Disciplinary, and Professional Communities?
- 2) What are the candidate's most significant service accomplishments or initiatives on which she/he worked in the 3 categories above)?

--The task force recognizes the value of having department standards for tenure and promotion that 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.