

# **DRAFT REPORT**

## **IUPUI TASK FORCE ON SERVICE**

**Presented to the IUPUI Faculty Council**

**August 15, 1996**

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# REPORT OF THE IUPUI TASK FORCE ON SERVICE

## August 15, 1996

### SERVICE WITHIN THE MISSION OF INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS

Indiana University-Purdue University Indianapolis is committed to excellence in teaching, research, and service in its role as a leader among the nation's urban campuses. IUPUI's opportunity to become an even more vital institution will emerge in part from its ability not only to promote excellence in these three areas, but also to achieve balance and integration among these scholarly activities. Establishing parity among teaching, research, and service is an essential move toward developing an innovative, integrative model for higher education.

More than ever before, the university's mission and the role of higher education in society must be addressed and clearly articulated to its constituents. Publics outside the academy evaluate the worthiness of higher education's contributions to society as a whole on applications of teaching, research, and service by the faculty. How the university serves the community, state, nation, and world must be defined and described.

Service has long been accepted as an integral part of the university's three-pronged mission of teaching, research, and service. But, the nature and importance of service activities have varied according to the evolving priorities of the disciplines, of the university, and of society. With the rapidly changing economic, political, and technological environment, IUPUI, like many other institutions, is reexamining its mission and its relationship within its many communities.

Consequently, on October 4, 1994, William Plater, Dean of Faculties, and Kathleen Warfel, President of the Faculty, created a Task Force on Service, and charged it with carefully examining service as an activity of faculty and librarians. The charge of the Task Force was *"to develop a concept paper on service as a University responsibility, and specifically as a component of the IUPUI mission. This document would be used, first, to stimulate discussion among faculty, librarians, and academic administrators, and second, to help us make collaborative decisions about recognizing service within the formal advancement structure."* The original Task Force was composed of sixteen members representing the campus. The appointment memorandum and the names of Task Force members appear in Appendix A.

From October, 1994 through May, 1996, the group collected information from other institutions, consulted with experts, identified definitions of service, surveyed the variety of ways service is interpreted and rewarded by IUPUI academic units, and identified the components necessary to document and measure excellence in service. Although not every question and issue has been resolved, this report is offered to the IUPUI campus community for discussion in academic units and faculty governance so that all constituents may improve current practice. **The Task Force expects that its work will provide a basis for those members of the university community who are doing high quality service to be better able to document claims for recognition for their work. In addition, it is expected that academic units will be better able to recognize, evaluate, and reward service being conducted by faculty and librarians.**

## **CURRENT PRACTICE**

### **IUPUI Summary**

Service is an implied or explicit aspect of the mission statement of each school at IUPUI, yet the degree to which service is valued as part of the work of faculty and librarians in promotion, tenure, and merit reviews varies significantly.

Academic units at IUPUI were surveyed regarding how service is documented, how quality of service is evaluated, what recognitions and/or awards exist for service, and how service is a basis for salary/merit increases. Reports from the units provided information about different kinds of service. Institutional service, which is faculty involvement in the operation of the academy (i.e. university service, administration, committee work, and student service) is the most frequently documented service within the academy. Although external service, such as service to professional organizations and editorial review boards, is recognized by many schools, numerous schools noted that the quality of service to the profession and public is more difficult to evaluate than the range of institutional service. Some schools, however, cited a systematic way to evaluate external service, noting that the quality of service can be determined by the degree of importance and impact of the service, and the degree of involvement by faculty providing the service.

Service is one of the three aspects of faculty and librarian work. Three different types of service models for tenure-track faculty members and librarians are followed at IUPUI. A developmental model suggests that tenure-track faculty should devote their early professional years primarily to establishing teaching and research expertise. This expertise becomes the basis for excellent service in later years. A second model indicates that service is expected and valued throughout the professional career. In this model, faculty regard service, both institution and external, as a responsibility equal to that of research and teaching. University librarians operate under a third model in which promotion and tenure criteria are in three areas: performance, professional development, and service. Regardless of the model, service is an underlying component of the professional work of faculty members and librarians.

### **Peer Institution Summary**

Seven institutions were identified as sources for information about service as an aspect of faculty work: George Mason University (GMU), University of California-Davis (UC-D), University of Illinois at Chicago (UI-C) and at Champaign/Urbana (UI-C/U), University of Pittsburgh (UP), Virginia Commonwealth University (VCU), and Wayne State University (WSU). A review of the institutions regarding the role of service indicates that service is explicitly required by five institutions (GMU, UC-D, WSU, VCU, and UI-C) and is implied in the documents of the other two (UP and UI-C/U). All documents include university and external service in their definition of service.

Service, as a consideration for promotion and tenure, is listed for all of the institutions. However, how service is included and its relative weight are not clearly stated. The University of Illinois at Chicago states that research is the number one priority. Information provided by the other institutions does not indicate how service is valued relative to research and teaching. Three institutions (UC-D, WSU, and UP) formally emphasize their commitment to service by providing faculty awards for service. Additional information from Portland State University and the Modern Language Association indicated provided definitions of service as an essential and valued aspect of faculty work.

## DEFINITION OF PROFESSIONAL SERVICE

Based on information from schools at IUPUI, other universities, and additional research, the Task Force realized the need to distinguish between private or personal service and professional service that can be recognized within the formal advancement structure. The Task Force defines professional service in the following way:

**Professional service is the application by faculty members (including those with clinical ranks) and librarians of knowledge, skills, or expertise developed within their discipline or profession as scholar, teacher, administrator, or practitioner. Professional service benefits students, academic units, the campus, the university, the discipline, the profession, or society.**

The Task Force identifies the following four types of professional service that can be documented and evaluated as part of the work of faculty and librarians:

- (1) service to students,**
- (2) service to the institution,**
- (3) service to the discipline or profession, and**
- (4) service to the community.**

### **(1) Service to Students**

Student service involves activities that assist individual students and groups of students beyond the normal responsibilities of every faculty member and librarian. These activities may involve support for both academic and social student activities or organizations.

Examples of student service include but are not limited to:

- Advising students on academic paths and educational goals.
- Serving as the faculty advisor for a student chapter of a professional organization.
- Serving as a faculty mentor for a student, student club or other non-professional activity that may have both academic and social components.
- Providing seminars to students on ways of improving study habits, writing and speaking skills, or integrating knowledge across disciplines..
- Providing tutoring sessions for general education students or majors..
- Assisting students in the transition from school to business and industry through formal career counseling, job seeking assistance, providing letters of referral or recommendations.

## **(2) Service to the Institution**

Academic programs, departments, schools, the campus, and the university as a whole are not simply organizations but are communities. As such, these communities rely on their members for the necessary energy, time, and leadership to sustain and develop them as viable, effective systems for accomplishing their missions. Faculty, administrators, and librarians are members of these communities who share responsibility for their governance and advancement by contributing through institutional service. Institutional service involves activities that help sustain or lead academic endeavors.

Examples of institutional service include but are not limited to:

- Serving as a member or leader of a task force to address a vital issue facing the university community.
- Serving as an elected member in faculty governance.
- Holding a leadership position in faculty governance.
- Representing the university in a public media forum.
- Providing a meaningful contribution to meet goals of a committee.
- Serving as an active committee chair.
- Writing a Task Force report.
- Serving on a Search Committee.

## **(3) Service to the Discipline or Profession**

Service to the discipline or profession involves activities designed to enhance the quality of disciplinary or professional organizations or activities.

Examples of service to a discipline or profession include but are not limited to:

- Consulting with private and public, profit and not-for-profit organizations by applying academic expertise to enhance the efficiency or effectiveness of the organizations served.
- Contributing time to further the work of a professional society or organization.
- Providing patient care.
- Participating in accreditation activities.
- Editing a professional journal.
- Organizing a professional conference or symposium.
- Establishing professional or academic standards.
- Serving as an elected officer of a professional society.

#### (4) Service to the Community

Service to the community involves activities that contribute to the public welfare beyond the university community and call upon the faculty member's or librarian's expertise as scholar, teacher, administrator, or practitioner. Examples of service to the community include but are not limited to:

- Providing services to the public through a university clinic, hospital, laboratory or center.
- Making research understandable and useable in specific professional and applied settings such as in technology transfer activities.
- Providing public policy analysis for local, state, national, or international government agencies.
- Testing concepts and processes in real-world situations.
- Acting as an expert witness.
- Giving presentations or performances for the public.
- Providing extension education.
- Evaluating programs, policies, or personnel for agencies.
- Engaging in seminars and conferences that address public-interest problems, issues, and concerns that are aimed at either general or specialized audiences such as trade, commodity, practitioner, or occupational groups.
- Participating in governmental meetings or on federal review panels.
- Engaging in economic or community development activities.
- Participating in collaborative endeavors with schools, industry, or civic agencies.
- Testifying before legislative or congressional committees.
- Assisting neighborhood organizations.
- Communicating in popular and non-academic publications including newsletters, radio, television, and magazines.

#### CRITERIA FOR EVALUATING PROFESSIONAL SERVICE

In the same way that the scholarship of teaching and research is established through the application of criteria, the scholarship of professional service can be evaluated with the following five criteria:

- (1) **impact,**
- (2) **intellectual work,**
- (3) **sustaining contribution and leadership,**
- (4) **communication and dissemination, and**
- (5) **dynamic interaction of service, research, and teaching.**

**(1) Impact**

The quality of professional service, like teaching and research, is reflected in the positive impact of the activities on:

- (a) identified recipients,**
- (b) the missions and goals of the various levels of the campus, and**
- (c) the professional development of the faculty member or librarian.**

**(a) Professional service has an impact on identified recipients.**

The significance of professional service must be evaluated for identifiable constituencies with regard to its importance and depth or breadth of impact. A measure of significance may include the degree to which the professional service instructs others in providing effective service. For example, the University of California-Davis contends that "the ultimate value of a specific public service project may rest as much in the general and transferable knowledge acquired as in benefits supplied to the immediate user of the service."

**(b) Professional service contributes to the missions and goals of all levels of the campus.**

Like all aspects of a faculty member's or librarian's work, professional service relates to the welfare and mission of the academic unit, campus, and university. This includes activities directed inwardly toward the university itself and outwardly toward the broader communities, a point emphasized in the Indiana University Strategic Directions Charter. Portland State adds "governance and professionally-related service" to its other three categories of research and creative activities, teaching and curricular activities, and community outreach, and affirms that governance and professionally-related service is "worthy of collegial recognition because it creates an environment that supports scholarly excellence and the achievement of the university mission." The IUPUI School of Allied Health includes in its guidelines for assessing quality of service that "Service activities related to the community receive high recognition by agencies or institutions within the state as promoting the welfare of the University and/or the health system."

**(c) Professional service contributes to the professional development of the faculty member or librarian.**

The impact of professional service should be positive in the faculty member's or librarian's evolving career. The IU School of Medicine states in its guidelines that evaluation of service should include "its effect on the development of the individual."



## **(2) Intellectual Work**

The quality of scholarship in research, teaching, and professional service is reflected in the intellectual work of the activity. In research, the intellectual work results in the creation of knowledge within one's discipline. In teaching, the intellectual work results in curriculum development, the advancement of pedagogy within one's discipline or profession, and student learning. In professional service, the intellectual work results in the conceptual and practical advancement of constituencies served, including those in the university or the community. Intellectual work in professional service is characterized by:

- (a) command of relevant knowledge, skills, and technological expertise,**
- (b) integration of ideas, methodologies, or solutions to solve problems,**
- (c) imagination, creativity, and innovation, and**
- (d) awareness and application of ethical standards.**

- (a) Professional service includes command of knowledge, skills, and technological expertise.**

A faculty member engaged in professional service acquires and applies the necessary abilities to conduct the professional service in the best way possible, and in doing so, advances understanding about the application of knowledge. The expectation is that scholars will use the talents developed in their disciplines, professions, and administration. For example, the IUPUI School of Education uses for evaluation of service the dimension of "the level of professional competence or expertise required for the performance" of the professional service. The University of California-Davis stipulates that service worthy of promotion includes "service by members of the faculty to the community, state, and nation, both in their special capacities as scholars and in areas beyond those special capacities when the work is done at a sufficiently high level and of sufficiently high quality." Portland State University states that in community outreach activities faculty must "use state-of-the-art knowledge to facilitate change in an organization or institution." In other words, faculty should be recognized for using the same high level of intellectual rigor in professional service as they do in research and teaching.

- (b) Professional service integrates ideas, methodologies, or policies to solve problems.**

Integration places isolated knowledge or observations in perspective and makes connections across disciplines, theories, models, or applications. Integration illuminates information, ideas, or applications in revealing ways and brings divergent knowledge together in creating new theory or application. Often service in the community requires integration of knowledge from the scholarly community and from practitioners to solve a societal problem. Service in the university may demand integration of experience from other universities, conceptual models, and an analysis of context in solving a university problem.

- (c) **Professional service is marked by imagination, creativity, and innovation.**

Research is evaluated by answering the question "How does this research add to the knowledge base of the discipline or profession?" The researcher may show ingenuity in creating a theory or practice. In teaching, faculty demonstrate intellectual vitality by creating imaginative ways of presenting material or engaging students actively in their own learning. In professional service, faculty show intellectual vitality by conceptualizing issues in new ways, developing new practices, or creating new applications of known practices.

- (d) **Professional service is marked by integrity through the awareness and application of ethical standards.**

Faculty and librarians engaged in professional service must use their intellectual expertise in an ethical manner consonant with the Indiana University Code of Ethics and professional and disciplinary guidelines. In identifying professional service activities, The University of Illinois includes as one of four components "serves the public or common good."

### (3) **Sustaining Contribution and Leadership**

Sustaining contributions and leadership are two aspects of professional service within the university and within the community. The Modern Language Association endorses these points by stating, "Faculty members should be evaluated and rewarded for their constructive contributions to sustaining or leading the communities in which they do their professional work: program, department, or center; college or university; and disciplinary, interdisciplinary, or professional communities."

All faculty are expected to be contributing citizens. Professional service that is good or excellent includes contributions beyond those associated with basic citizenship. For example, George Mason University states that "university service beyond that which is required of all faculty members will be given positive weight in personnel decisions." That same principle of evaluating what is done beyond usual expectations applies to service to students, institution, discipline or profession, and community. Often professional service that goes beyond the usual is marked by two qualities:

- (a) **sustained contribution and**
- (b) **providing leadership.**

- (a) **Professional service includes sustained contribution.**

A faculty member or librarian can contribute through regular and progressively more complex service activities. For example, some faculty members or librarians may, over time, do the work needed to develop an organization. A faculty member or librarian may be an active member for many years before being elected an officer or board member. Or, a faculty member or librarian may develop a fund-raising program for a professional organization, solicit contributions and serve on the finance committee that allocates grants for professional development activities.

Sustained contribution may involve intense involvement for a focused time. Ad hoc committees and task forces often involve concentrated work that requires reallocation of time from other tasks. Faculty members and librarians who contribute in an intense way until a task is successfully completed are providing sustained contribution.

Another aspect of sustained contribution may be able administration. The faculty member or librarian may show abilities at a variety of administrative tasks needed for the smooth functioning of a unit by demonstrating the ability to delegate, to collaborate, and to make decisions. The faculty member or librarian may also reorganize an administrative structure in a way that makes it more efficient and effective.

Sustained contribution can also be demonstrated by the faculty member's or librarian's frequent invitations to serve on committees, task forces, or special assignments. This represents evidence that the faculty member's or librarian's peers - local, state, national, or international - value that person's participation on service tasks.

The faculty member or librarian may often volunteer to serve on committees, task forces, or special assignments, indicating a willingness to contribute to the work of the unit. The School of Education at IUPUI, for example, stipulates that in claiming excellence in service when seeking promotion from assistant to associate professor, evidence must show "a developing reputation for excellence in professional service" and "evidence of outstanding performance over a period of years." While frequency or length of participation is not the only criterion for excellence, it may be an indicator of commitment to the service component of the faculty member's or librarian's professional life.

**(b) Professional service is marked by providing leadership.**

Faculty or librarians may provide leadership within the academic unit, campus, university, discipline, profession or community. Leaders are those who initiate and organize ideas, activities, practices, or programs. Leaders in any context have a clear vision of the unit and the task, solicit the collaboration of appropriate stakeholders, develop a productive process, and generate a successful outcome. They also cooperate with other units, take responsibility for outcomes, and consider the past and future in current activities. Faculty or librarians may foster leadership as members of a working group, as appointed chairpersons, as elected officers, or as administrators.

**(4) Communication and Dissemination**

Faculty and librarians traditionally communicate the results of their work in research and teaching through professional publications and presentations that demonstrate either the advancement of knowledge within their discipline or positive student learning outcomes and effective pedagogical practices. Lee Shulman from Stanford University advocates that teaching become a more public act through peer review and communication about learning outcomes. Professional service, too, needs to be a public act, not simply in the doing of the service but in

the interpretation and dissemination of the service outcomes. Thus, the results of professional service must also be communicated and disseminated as products through various modes.

Faculty and librarians need to interpret and communicate their professional service to multiple audiences. For example, the importance of a faculty member's or librarian's time spent on a state legislative study group may need to be described for departmental colleagues who have taken on more departmental responsibilities due to the work done for the state. Trustees may need to be helped to understand the significance of a faculty member's or librarian's service as an officer for a national disciplinary association as productivity is discussed and evaluated. Media interviewers may ask why some faculty or librarians accept remuneration for service activities that they count as professional service. Faculty and librarians must take on the responsibility of interpreting professional service for those who need to understand the multiple and interlocking activities of a faculty member's professional life.

The practice of communicating and disseminating outcomes and products of professional service is advocated in many settings. The IUPUI School of Allied Health notes that campus-wide committee work will be valued "where there is a distinct, high quality product." The University of Pittsburgh states that knowledge arising from professional service should be "disseminated through publications, such as documents, reports, and papers." These products both provide evidence of the degree to which the professional service contributions are noteworthy and enable wider circles to benefit from the service.

Creative dissemination may include multiple and diverse modes. The outcomes of a community service project for a not-for-profit community based agency might be disseminated in different ways for different audiences. The clients might benefit from a video, the Rotarians from a luncheon speech, and the United Way Board from a written report. Professional service on a corporate board might be explained to faculty colleagues through a chart of the projects supported by the corporation's financial contributions to the university, to the community by demonstrating products from joint research done by the corporation and university, and to legislators by a financial impact report of the effects of the corporate-academic partnership on the state economy.

##### **(5) Dynamic Interaction of Service, Research and Teaching**

Faculty and librarians have a responsibility to demonstrate commitment to increasing human knowledge and its availability and application for personal and social use. Although the work of faculty and librarians can be divided into traditional categories (e.g., teaching, research, and service), Boyer notes that these components can "dynamically interact, forming an interdependent whole." The Indiana University Strategic Directions Charter (January, 1996) states that "the pinnacle of faculty achievement in the traditional academic disciplines is the complete scholar, a faculty member who integrates excellence in teaching, research or creative work, and service" (p. 12). This interrelatedness has also been addressed in the work of other universities. The University of California-Davis states that, for its Distinguished Public Service Award, "public service is organized activity that extends a faculty member's expertise in teaching, research or professional competence outside the campus." The University of Illinois in "The Evolving Concept of Public Service and Implications for Rewarding Faculty" (Schomberg & Farmer, 1994) asks the question: "Is public service a separate function of the university or a special case of teaching and research?" Their answer is that professional service is the same activity as teaching and research but it is directed toward a different audience. "In essence, where traditional teaching and research are directed primarily toward contributions to the creation of knowledge, service as defined herein refers to the same contributions directed toward knowledge for society's welfare." Thus the quality of "dynamic interaction" becomes central to assessing professional service.

Academic units have the responsibility to help faculty and librarians discover ways in which their choice of professional service activities as tenure-track or as tenured faculty members and librarians can be a coordinated and integrated part of their careers. The IUPUI School of Allied Health, for instance, includes in its guidelines for assessing quality of service that "active participation in service activities shows continuous progression during the candidate's term in rank." In other words, just as a faculty member improves teaching techniques and publishes in more and more significant journals, the faculty member should demonstrate and sustain increases in the quality of professional service and in the ways in which the professional service interfaces with teaching and research.

## **APPLICATION OF CRITERIA**

These criteria provide a basis for evaluating professional service from unsatisfactory to excellent for annual review, promotion and tenure, merit pay, service awards, appointment to administrative role, or other reviews (e.g., program reviews, accreditation). All faculty and librarians must perform at least satisfactory levels of student and institutional service. A professional service record that includes all types of service (i.e., students, institution, discipline or profession, community) warrants a more favorable evaluation than one that is confined to a single type.

All of the criteria are relevant to the evaluation of professional service. A professional service record that fulfills all of the criteria is more highly valued than one that meets only isolated criteria. For example, the outcome of a professional service activity may be widely communicated and disseminated, but demonstrate little intellectual work and insignificant impact. Meaningful reviews of professional service records apply all of the criteria.

The meaningful application of these criteria only succeeds when academic units understand, support, and value the role of professional service in the work of faculty members and librarians. In addition, an academic unit needs to engage in an active discussion about the ways in which these criteria are applied in its context. This process should result in a clear statement of the definition of professional service within the academic unit, expectations for satisfactory and meritorious professional service, guidelines for documentation, and forms of recognition within the unit. These discussions can also be used to clarify such issues as the use of university resources for professional service and remunerated professional service. For example, service carries the connotation of a pro bono activity; however, some professional service is remunerated. Remuneration may be used as one index of value. On the other hand, substantial remuneration may transform professional service into professional consultation, business, and private enterprise. For example, the University of Illinois at Campaign/Urban takes the position that fees that are excessive preclude inclusion under service. A related issue is the degree to which a faculty member might benefit from professional services in non-monetary ways and the degree to which this creates a conflict of interest (Schomberg & Farmer, 1994).

## **DOCUMENTATION OF PROFESSIONAL SERVICE**

Documentation must effectively represent service activities and products in a way that enables evaluators to apply the criteria for quality of service. Types of documentation will differ based on the kinds of professional service, the constituencies served, naturally occurring products within the service, and other factors. Extensive documentation of all aspects of professional service may not be appropriate. The faculty member or librarian may choose to document only selected examples of professional service sufficient for the purpose of the documentation.

Documentation can be supplied in four main ways:

- (1) **personal evaluation,**
- (2) **departmental review,**
- (3) **administrative review, and**
- (4) **external review.**

(1) **Personal Evaluation**

Personal evaluation of professional service may include:

- Statement that shows how the professional service is consistent with the professional and career objectives of the faculty member or librarian.
- Analysis of field notes or journal entries kept during the term of professional service.
- Copies of presentations on professional service given locally, regionally, or nationally.
- Analysis of internal documents related to professional service activities, professional development in the area of professional service, development of departmental or school criteria for evaluating professional service, or mentoring of other faculty members or librarians in areas of professional service and documentation of service.

(2) **Departmental Review**

Departmental review of professional service may include:

- Statement from the academic unit that shows how the faculty member's or librarian's professional service is consistent with department or school mission and goals.
- Statement from program review of the unit that addresses the faculty member's or librarian's contribution to the effectiveness of the unit in the area of professional service.
- Portions of the faculty member's or librarian's annual reviews that address the effectiveness of the professional service.
- Letter from a committee chairperson about the significance of the faculty member's or librarian's contribution to the work of the committee.
- Reports that describe the impact of the faculty member's or librarian professional service activity on change in practices or policies within a unit.
- Analysis of evaluations by students from student groups about the impact of the faculty member or librarian on the work of the group.

**(3) Administrative Review**

Administrative review of professional service may include:

- Statement from campus administration that shows how the faculty member's or the librarian's professional service is consistent with the mission and goals of the school or campus.
- Minutes of IUPUI Faculty Council meeting that show the impact of a faculty member's or librarian's professional service on practices or policies within the campus.
- Letter from a Task Force or committee chairperson about the significance of the faculty member's or librarian's contribution to the work of the Task Force or committee.
- Letter of invitation to lead a significant campus effort.
- Analysis of a set of evaluations from a faculty development workshop led by the faculty member or librarian.
- Letter from a dean of another school for which the faculty member or librarian provided professional service.

**(4) External Review**

External review of professional service may include:

- Statement from recipients or other constituencies that attests to the quality of the faculty member's or librarian's professional service.
- An article on professional service in a refereed journal.
- Publication of an article on the impact of a professional service activity in a publication of the constituents being served.
- Review by a faculty member, librarian, or administrator from another campus of a professional portfolio that includes documentation of service to students, institution, discipline or profession, and community.
- Newspaper report of improvement in public policy or practice that acknowledges the faculty member's or librarian's contribution to the change.
- Letter from agency documenting the contributions of students' service learning work to the agency.
- Invitation to serve on a governmental task force based on prior professional service and expertise.

## CONCLUSION

Having recognized service to be a central part of its mission, IUPUI is committed to supporting and rewarding professional service efforts of faculty members and librarians. Rewards and recognition should be directly related to evidence that the faculty member or librarian has met specific expectations and has achieved standards of high quality. Assessing professional service is not a trivial matter, and the processes to do so have not been perfected. It is not expected that every dimension recommended in this report will be appropriate for every service effort, or that all criteria will be appropriate for every unit. Therefore, units are encouraged to engage in thoughtful deliberation and discourse to design evaluation measures appropriate to their unit to recognize and reward service as an integral and valued aspect of professional work. The Task Force on Service urges that discussions occur in departments and schools, and in appropriate faculty governance committees during the 1996-97 academic year. During the next three years, 1996-99, IUPUI will participate in a multi-campus project on "Defining, Documenting, and Evaluation Professional Service", funded through the President's Strategic Directions Initiative. The project will culminate in a handbook on professional service which will be made available to all IUPUI faculty and librarians to assist them in the documentation of professional service within the formal advancement structure.



## TIME LINE FOR TASK FORCE ON SERVICE

Sept 94-Nov 95	Collection of data, analysis of data, writing of draft
March 95	Consultaion with Dr. Eugene Rice
Dec 95	Presentation of draft report to IUPUI Faculty Council
Dec 95-March 96	Discussion by schools and faculty governance groups
March 96	Consultation with Dr. Ernest Lynton
Jan 96-March 96	Workshops on documenting and evaluating service
March 22, 1996	Public discussion at Edward C. Moore Symposium
April 96-May 96	Revision and writing of Task Force Report
June 96:	Dissemination of report to IUPUI faculty members and librarians.
Sept 96	Final report to Faculty Council
1996-99	Participate in multi-campus project on "Defining, Documenting and Evaulating Professional Service" funded by Strategic Directions.

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## **APPENDIX A**

MEMORANDUM

TO: **TASK FORCE ON SERVICE**  
Robert Bringle, Service Learning  
Barbara Cambridge, Liberal Arts  
Robyn Goshorn, Medicine  
Robert Goulet, Medicine  
Roberta Greene, Social Work  
Karen Harlow, SPEA  
Joyce Martin, Nursing  
David McSwane, SPEA  
Bart Ng, Science  
Robert Orr, Engineering and Technology  
Timothy Owens, Liberal Arts  
Shirley Ross, Nursing  
Steven Schmidt, University Libraries  
Jeffrey Vessely, Physical Education and Student Affairs,  
Chair  
Kathryn Wilson, Science

FROM: William M. Plater, Dean of the Faculties  
Kathleen A. Warfel, President of the Faculty

SUBJECT: Discussion of Service as an  
Activity of Faculty and Librarians

DATE: October 4, 1994

During the deliberations of the Task Force on Faculty Appointments and Advancements and several committees which have considered their report, questions have been raised about the role of service as one of the institution's traditional three missions. More specifically, the potential for faculty advancement based on excellence in service has been discussed in the context of making distinctions among professional service, University service, and community service.

Within some schools and departments, there is a priority given to professional service; in this context the term is usually meant to refer to the application of disciplinary or professional expertise to a broad range of activities--internal and external to the University--as an important means of extending the discipline or profession for the good of society. In the health professions, service has taken on a very specific meaning as related to patient care, and this form of professional service is often closely linked with teaching. To accommodate this focus in faculty work, we have established clinical ranks. For librarians, professional service is their primary

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basis similar to teaching and research, service must surely be subject to the same degree of evaluation and peer review as required for attainment in other areas. Recently, the Indiana Commission for Higher Education has asked that universities report faculty contributions in service, and we should develop appropriate means to document service as a part of faculty work.

Given the importance of service at this critical time in the life of the University, we write to ask that you develop a concept paper on service as a University responsibility, and specifically as a component of the IUPUI mission. This document would be used, first, to stimulate discussion among faculty, librarians, and academic administrators and, second, to help us make collaborative decisions about recognizing service within the formal advancement structure. We are especially interested in recognizing the role of faculty in incorporating service in student learning objectives, but the contributions faculty make to the well-being of the academic community itself may be the most difficult to assess and to encourage in the face of growing demands on faculty time.

We ask that you meet as a special committee during the year to discuss the various aspects of service, to collect information from other institutions, to hold open meetings with interested colleagues, and to prepare a report which might be widely disseminated and discussed. A few documents of interest are enclosed. To assist you in your work, we have asked Julie Hatcher, Assistant Director of the Office of Service Learning, to serve as an *ex officio* member of the Committee and to provide logistical support through her office.

WMP/kg

Enclosures

xc: Gerald L. Bepko, Chancellor  
Academic Deans  
IUPUI Faculty Council Executive Committee  
IUPUI Faculty Council Faculty Affairs Committee