

University of Windsor Service Evaluation Framework Working Document

Typically, approximately 20% of a faculty member's workload is devoted to service. This would generally involve approximately 335 hours over a 48-week work year, or about seven hours a week. However, the assessment of service considers more than time served: as with all aspects of promotion and tenure criteria, the nature, quality and impact of the individual's contributions are also considered. Individuals make contributions to the institutional mission in diverse ways, contributing to collegial governance and to the necessary management, fostering, and enhancement of scholarly practice, knowledge creation and knowledge mobilization as these occur within the institution, in the community, and in relevant professional or disciplinary societies. These contributions can take many forms. In addition to evidence of a spirit of willing cooperation to participate in a normal number of committee assignments, the committee will in assessing the quality and depth of an individual's contributions to service, taking into account dimensions such as

- Degree of agency, consistency, and flexibility in assuming service roles where his or her knowledge and good judgment could benefit the AAU
- The individual's effectiveness in forwarding projects and objectives of service
- Evidence of the impact of an individual's service and of tangible contributions to the life of the institution, the community, or disciplinary or professional societies
- Effectiveness in collaboratively forwarding projects and objectives of service and/or in building teams and networks to further the institutional mission through service
- Degree of leadership, responsibility, and agency demonstrated, in both formal and informal roles
- Evidence of a reputation for excellence and integrity in service
- Scope of service beyond the departmental or local level

It is recommended that pre-tenure/pre-promotion candidates be cautious about taking on major service responsibility before they establish their excellence in scholarship and teaching. If circumstances arise in which a candidate is asked to do so, RTP Committee will acknowledge the candidate's service contributions and evaluate scholarship and teaching competencies within this exceptional context.

Committee membership should be assessed in light of individual's actual service through that committee and the degree of activity of that committee. Memberships on committees that were not active in the year of membership do not constitute a service contribution, but might be seen as contributory evidence of willingness to serve. Similarly, candidates are strongly encouraged to briefly describe the nature of service work undertaken rather than simply providing titles or committee names.

Service contributions to the development, operation, and management of academic programs may overlap with contributions to teaching or research. For instance, the development of course infrastructure, new laboratories, streams, or academic programs have clearly defined and interconnected teaching and service components. Original contributions to policy, institutional practice, or industrial innovation or partnership based in disciplinary expertise may overlap with research. Candidates are

welcome to apply these contributions as they see fit to make their case, but should be aware that committees reserve the right to consider the degree to which contributions are being attributed to multiple elements of their case. The AAU RTP Committee will review and assess these contributions as necessary.

Service to the community is to be encouraged. In all cases, however, for service to a community or other non-university organization to be considered within a tenure or promotion application, the service must reflect the candidate's university position and/or scholarship.

Possible sources of evidence for a candidate's service contributions and impact:

1. Statement of service contributions from candidate, supported by:
 - a. The candidate's CV
 - b. Report from the Department Head
 - c. Media reports
 - d. External review
 - e. Community event records
 - f. Feedback from participants in programs, services, or other initiatives
 - g. Letters of recognition, appreciation and awards
 - h. Letters and emails related to funded grants related to service initiatives
 - i. Letters of outreach to communities for partnerships
 - j. List of committee members from official sources
 - k. Formal products of committee work showing duties, duration, accomplishments, completed tasks, reports and percentage responsibility for their completion with support from chair of committee.
 - l. Training attended related to service
 - m. Notes or emails describing accomplishments
 - n. Peer review of service contributions
 - o. Letters and documentation from agencies, organizations, or other units
 - p. Leadership statement or leadership plan
 - q. Other relevant documents submitted by the candidate

Criterion 1: Service and leadership contributions to and engagement with the institution, its mission, and its evolution

Indicators

Scope of service: extent to which service contributions were undertaken; whether they extend beyond the departmental level: faculty, institutional, Faculty Association, Research, Graduate Studies ...Examples include:

- Alumni Outreach
- Alumni relations/fund-raising activity judged as significant by departmental peers
- Presents or organizes faculty seminars or other formal events or programs intended to foster knowledge exchange, network building, collegiality, and inclusion
- Participation in student recruitment initiatives and events,
- Student engagement activities
- Delivery of large introductory courses that include a lab/tutorial component; taking on last minute courses or large enrolment courses outside of what would typically be expected at request of department head
- Effectively serving as advisor to an active club or student organization as determined by the members of that club or student organization
- Contributing to accountability or accreditation analysis and reporting teams judged as significant by the AAU head e.g. curriculum mapping, IQAP, accreditation reports, research impact statements
- Participates in department tasks that support faculty (e.g., serves on faculty evaluation committees, peer collaboration network)
- department, college, and/or university mission-related and/or strategic plan work
- Active role in faculty association governance and responsibilities
- Mentors faculty and/or students in significant ways (e.g. Killiam, Rhodes, national competitions....)

Degree of willingness, consistency, and flexibility in assuming service roles where his or her knowledge and good judgment could benefit the AAU. Examples include:

- Documented evidence of regular attendance at departmental and formally constituted standing committees
- Effective service on departmental committees as rated by the chair of that committee
- Willingness to undertake roles and tasks that are necessary but unpopular/unsung as judged by Head
- Evidence of active participation in the regular and necessary service commitments of the department.
- Amount of service undertaken (this would be where an AAU could put in a threshold number of hours)

or committees)

- No documented evidence of consistent refusal to take on reasonable share of departmental service responsibilities without cause
- May be reflected by diversity of service profile as opposed to being on the same committee every year?

Effectiveness in collaboratively forwarding projects and objectives of service and/or in building teams and networks to further the institutional mission through service. Examples include:

- Cross-disciplinary efforts
- Involvement in or leadership of successful team projects
- Involvement in faculty learning communities
- Peer mentorship or peer review of teaching, research grants, etc.
- Systematic efforts to foster development of institutional networks, collaborations, and knowledge exchange
- Documented, systematic efforts to enhance faculty, staff, and student sense of belonging

Evidence of the impact of an individual's service and of tangible contributions to the life of the institution, the community, or disciplinary or professional societies. Examples include:

- New courses developed
- New program development
- Development of academic curriculum elements:
 - significant revision of existing course structure (how multiple courses integrate and interact to cover an area),
 - development of course infrastructure, t
 - development of new pan-course instructional laboratories, the introduction of a new stream
 - developing practicum and internship practice settings
- Obtains grants to improve programs and curriculum or student experience
- Responsibility for the establishment of new and successful institutional initiatives
- Provision of expertise with bylaws, collective agreements, policies and how to navigate them
- Substantial changes in student/faculty activity, engagement, participation due to efforts
- Impact of mentorship, professional development facilitated...
- Evidence of improved processes, guidelines, policies...

Degree of leadership, responsibility, and agency demonstrated, in both formal and informal roles. Examples include:

- Leadership or significant, documented contributions in institutional mandates of change and innovation, the student experience, or professional development and mentorship of colleagues
 - Leading retention initiatives
 - Student engagement initiatives
 - Internationalization initiatives
 - Indigenization and social justice
 - Assessment initiatives
 - Effectively leading a special departmental project judged as significant by the departmental chair
 - Leading accountability or accreditation analysis and reporting teams judged as significant by the AAU head e.g. curriculum mapping, IQAP, accreditation reports, research impact statements
 - Coordinates a special service (e.g., assessment planning)

- Authors departmental reports or documents
- May include taking on formal roles such as Department Head, Undergraduate Program Chair, Graduate Program Chair, Clinical Training Director, Training Director, Area Coordinator, Director of Research Centre, program coordinator, and Faculty advisor for.... Grad program coordinator...
- Obtaining and maintaining significant professional certifications of importance to the work and service of the department, as judged by departmental peers
- Documented efforts to develop knowledge base necessary for effective institutional service, in particular when gaps in the knowledge base within the department may be impacting success.

Evidence of a reputation for excellence and integrity in service. Examples include:

- Invited membership on task forces, working groups, internal grant review panels, advisories or other institutional committees
- Invitations to speak or facilitate at institutional events
- Awards and commendations
- Invitations to act as consultant or expert at institutional events or in institutional projects
- History of engagement with equity, advocacy and inclusion programs and initiatives
- Elected to service positions or appointed by peers
- Evidence that mentorship has been valued by colleagues
- Authorship of publications (articles, guidebooks, resource materials, web resources) based on successful initiatives)

Criterion 2: Contributions to and engagement with the Community: Community activities, organizations or publics at large involving professional skills and knowledge or creating links between scholarship and programs in the university and those in the community

Indicators

Scope of service: extent to which service contributions were undertaken; whether they extend beyond the local level – regional, provincial, national, international. **Examples include:**

- Advocacy
- Consultation
- Student service learning opportunity development
- Mentorship
- Board membership
- Impact studies, evaluation, assessment
- Policy contributions
- Expert, consultant
- Industry/organizational partnerships
- Knowledge mobilization/exchange
- Campus/Community Events
- Media contributions
- Support for grant development and funding opportunity development in support of community organizations
- Youth outreach
- Outreach to groups who may be less likely to attend post-secondary
- Poverty reduction initiatives
- Technology applications

Degree of willingness, consistency, and flexibility in assuming service roles where his or her knowledge and good judgment could benefit the AA. Examples include:

- Amount of community service undertaken (this would be where an AAU could put in a threshold number of hours or committees)
- Support of existing community engagement programs and imperatives
- Willingness to undertake necessary departmental community service responsibilities, particularly those that are sometimes less popular

Effectiveness in collaboratively forwarding projects and objectives of service and/or in building teams and networks to further the institutional commitment to community engagement. Examples include:

- Engagement in activism or advocacy in support of community matters
- Partnership development
- Evidence of involvement of students in community project teams
- Building of knowledge networks
- Campus service/infrastructure sharing initiatives
- Community mentorship programs
- Involvement in successful team projects
- Involvement in community learning partnerships
- Systematic efforts to foster development of university/community networks, collaborations, and knowledge exchange
- Documented, systematic efforts to enhance inclusive practice in all aspects of institutional practice and community engagement
- Documented history of successful and sustained community partnerships

Evidence of the impact of an individual's service and of tangible contributions to the community. Examples include:

- Contributions to public policy
- Community-directed publications, resources, events related to disciplinary knowledge – use patterns could be included
- Significant roles in successful community-focused initiatives
- Development and implementation of community learning opportunities or of programs that enhance community participation in the life of the University (or vice-versa)
- Evidence that community partners value the candidate's contributions
- Implementation of new technologies or infrastructure that further community well-being, prosperity, or opportunity
- Contributions to the cultural richness of the city and to cultural organizations
- Evidence of contributions to the development of policies, procedures and mechanisms to support university-community collaboration
- Contributions to the health and wellbeing of the community
- Contributions to economic opportunity and employment opportunities
- Contributions to fairness, equity, justice, and individual agency for community members
- Organization of community events related to the discipline
- Establishment and/or service to community-oriented clinics or other service providing units

Degree of leadership, responsibility, and agency demonstrated, in both formal and informal roles

- Leadership or significant, documented contributions to institutional or discipline-driven mandates of community engagement change and innovation, the student experience, or professional development and mentorship of colleagues
- Working with public organizations to bring about substantial and significant change.
- Undertaking formal roles involved in community engagement, work placement development, stakeholder liaisons, etc.
- Undertaking training to enhance community engagement skills

Evidence of a reputation for excellence and integrity in service

- Invited membership on task forces, working groups, internal grant review panels, advisories or at other community organizations
- Board memberships
- Invitations to speak or facilitate at community events
- Awards and commendations
- Invitations to act as consultant or expert in the community
- History of engagement with equity, advocacy and inclusion programs and initiatives
- Elected to service positions or appointed by community members
- Evidence that mentorship has been valued by community members and stakeholders
- Authorship of publications (articles, guidebooks, resource materials, web resources) based on successful initiatives, particularly those aimed at community readership.

Criterion 3: Service to and engagement with one's professional or disciplinary societies and/or to recognized practitioners in the field

Indicators

Scope of service: extent to which service contributions were undertaken; whether they extend beyond the local level – regional, provincial, national, international¹. Examples include:

- Board membership
- Peer review
- Juror
- Adjudication panels
- Editorial Board membership
- Disciplinary conference organization
- Arts event organization
- Policy contributions
- Research ethics
- Support for grant development and funding opportunity development
- Setting up new schools and programs internationally or in underserved areas

Degree of willingness, consistency, and flexibility in assuming roles in service of the discipline or profession. Examples include:

- Amount of disciplinary service undertaken (this would be where an AAU could put in a threshold number of hours or committees)
- Support of disciplinary responsibilities within the department (e.g. a local journal)
- Willingness to undertake necessary departmental disciplinary service responsibilities

Effectiveness in collaboratively forwarding projects and objectives of service and/or in building teams and networks to further the discipline. Examples include:

- Evidence of efforts to involve students in disciplinary societies
- Disciplinary communications activities (e.g. newsletters, websites)
- Hosting disciplinary resources on campus (e.g. journals, data sets)
- Involvement in disciplinary mentorship beyond the departmental level
- Involvement in successful team projects to support the advancement of the discipline or the work of practitioners in the field
- Documented, systematic efforts to enhance inclusive practice within the discipline

¹ Many disciplines include contributions to the disciplinary research culture under research, particularly higher-level contributions such as leading the organization of a conference or editing a journal. However, this varies from discipline to discipline. Some may also wish to include service activities here that are of a more mundane level, while assigning others to research.

Evidence of the impact of an individual's service and of tangible contributions to the community.

Examples include:

- Development and implementation of disciplinary programs that enhance student and early-career faculty opportunities
- Implementation of new technologies to manage disciplinary organization coordination
- Evidence of contributions to the development of policies, procedures and mechanisms to support disciplinary practice
- Evidence of contributions to or development of programs, services, and resources for practitioners in the field.
- Organization of disciplinary events in the community
- Organization of researcher/practitioner events and programs

Degree of leadership, responsibility, and agency demonstrated, in both formal and informal roles.

Examples include:

- Significant roles in successful discipline-related initiatives or organizing bodies
- Leadership or significant, documented contributions to disciplinary bodies
- Professional roles within practitioner agencies, boards, or advisories.
- Undertaking formal institutional roles as a disciplinary liaison or on local, regional, provincial, or national disciplinary committees
- Contributions to research ethics and oversight
- Undertaking training to enhance community engagement skills

Evidence of a reputation for excellence and integrity in service. Examples include:

- Invited membership on task forces, working groups, boards, committees, advisories or at other disciplinary groups
- Invitations to speak or facilitate at disciplinary events
- Awards and commendations
- History of engagement with equity, advocacy and inclusion programs and initiatives within the discipline
- Elected to service positions or appointed by disciplinary peers
- Evidence that mentorship has been valued by disciplinary peers