

## SUBCOMMITTEE ON SERVICE / OUTREACH

### MINUTES FROM 10-29-96 MEETING

MEMBERS PRESENT: Margaret Garner, Chair; Nick Stinnett and Betty Bryce

The committee reviewed the charge to the group and the product expected. Background information included: The Faculty Senate Report on Service (1989) which became a resolution passed by the Senate and forwarded to the Office of Academic Affairs; the Faculty Handbook (current draft and 1988 edition) sections on service and sections on the evaluation criteria for teaching; Notes from two talks by Dr. Sorensen on "Succeeding Together" (10-18-96) and "Outreach at the Univ. Of Al" (7-23-96); the mission statement for the Ad Hoc Legislative Agenda Committee; the draft Legislative planks; and a copy of the 10-21-96 memo from Scott Bridges, Chair of the Leg. Agenda Committee.

Review of the Faculty Handbook (FH) sections on promotion and tenure included a comparison of the types of documentation required for the sections related to research/scholarly activity, teaching and service. It appeared clear to the committee that the same type of rigor could be applied to service as to teaching in the types of documentation expected of the candidate. An important distinction needs to be made in the current language in the FH. Some individuals seem to perceive that service only relates to academic citizenship as defined by university committee service. Recognizing that misconception, it is important to note how the language reads:

"Each successful candidate must show evidence of a continuing record of responsible academic citizenship appropriate to the candidate's area."

The committee members noted that rarely is one's service on university committees based on one's particular discipline. Rather "academic citizenship appropriate to the candidate's area" is considered those professional activities which contribute to the individual's professional stature and to the University's mission.

Service is increasingly being referred to as a form of outreach. The committee members have summarized ways service can be broadly defined for the university community and evaluation strategies identified. The committee members agreed that at the departmental and divisional levels, service unique to one's discipline and professional area should be more specifically defined. Four models for viewing service as part of the tripartite mission of the University of Alabama were identified.

#### 1. Teaching / Service--Outreach model

KEY WORD-- EDUCATION beyond the classroom

In this model faculty would be involved in the provision of in service to external groups in areas appropriate to one's discipline and expertise, the provision of continuing

education, the development of distance education opportunities for either course credit, in service and/or continuing professional education needs.

## 2. Research / Service--Outreach Model

### KEY WORDS: PARTNERSHIP AND COLLABORATION

In this model faculty may be involved in partnership roles in problem solving and/or testing and exploring new technologies for target groups or enterprises. Examples include partnerships with business/industry; collaboration with other public or private educational systems (K-12, junior and community colleges, or other 4 year institutions) in the development of applied research projects to benefit the state or region and/or demonstrate the effectiveness of emerging changes in the transmission of knowledge and skills; collaboration with official and/or voluntary agencies in solving problems that would benefit the public.

## 3. Professional Service--Outreach Model

### KEY WORD: PROFESSIONAL LEADERSHIP

In this model faculty are visibly active in professional activities related to their discipline, serving in leadership roles that advance the profession. Examples include serving on editorial boards; serving in prominent leadership roles at the state, national, regional, and/or international levels; providing expert testimony on matters of professional expertise.

## 4. Public / Community Service--Outreach Model

### KEY WORDS: LEADERSHIP AND CONSULTATION

In this model faculty would be involved in the provision of leadership and/or consultation through service in activities such as invited or elected members of boards, panels, commissions, etc. which would enhance the visibility and mission of the University. Examples include membership and leadership roles on local, state, national or international boards of directors (Amer. Heart Assoc., NIH Consensus Panels, Governor's Task Force on Welfare Reform, etc.) Examples of consultation may include requests from business/industry/government official or voluntary organizations for problem solving or assistance in strategic planning for public service goals.

## EVALUATION OF SERVICE / OUTREACH ACTIVITIES

The committee viewed the evaluation of service/outreach activities as quite similar to the opportunities for the evaluation of teaching effectiveness according to the Faculty Handbook. It is in the documentation of one's service, products, outcomes and effectiveness that will be essential to the application of these components of faculty work in decisions of promotion, tenure, and salary determinations. Examples for each service model follow.

### 1. Teaching-Service Outreach Model

\* Documentation of effective measures of in service/continuing education for targeted public or population group.

\* Documentation of effective development/promotion of distance education programs for business, industry, K-12 teachers, social service agencies, official or voluntary agencies as appropriate based on one's discipline.

## 2. Research Service Outreach Model

\*Documentation of the development of outcome based research opportunities in business/industry, schools, official or voluntary agencies.

\*Evidence of the creation of teaching laboratory opportunities in off-campus sites for applied research of mutual benefit.

\*Provision of human resources for problem solving with financial investment of public and/or private sources.

## 3. Professional Service Outreach Model

\*Documentation of leadership roles in professional organizations

\*Evidence of leadership and/or participation on international, national, regional, or state boards, editorial boards, task forces, panels, etc. which contribute to the advancement of one's profession and enhance the mission of the University.

\*Documentation of peer-reviewed academic, professional awards, and/or recognition based on meritorious service.

## 4. Public / Community Service Outreach Model

\*Evidence of invited and/or elected service on boards, panels, commissions, etc.

\*Documentation of expert testimony or advice/opinion requested by media, voluntary, and/or official agencies as appropriate to one's professional area.

MINUTES APPROVED  
10-31-96

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Margaret P. Garner, Chair

Additional notes for consideration:

Please refer to your Faculty Handbook under the section for award of tenure which is on page 30 in your current draft and item #4. This statement only occurs in the section under tenure and is the only place where there is any reference to “public service”. At least this is a statement which should occur in all steps in decisions for both promotion and tenure.

Margaret Garner