

SERVICE@

I N D I A N A U N I V E R S I T Y :

DEFINING

DOCUMENTING

AND

EVALUATING



DISTRIBUTED BY

Center for Public Service and Leadership
Indiana University-Purdue University Indianapolis
815 West Michigan Street, UC 3116
Indianapolis, IN 46202-5164
317-278-2662

Price: \$15.00

Distribution within Indiana University is free. (10 copies or fewer)

Please cite this document in the following way:

Service at Indiana University: Defining, Documenting, and Evaluating (1999).

Indianapolis, IN: Center for Public Service and Leadership.

INDIANA UNIVERSITY STRATEGIC DIRECTIONS PROJECT

WORKING GROUP: Mary Anne Baker (IUS); Robert Bringle, project co-director, (IUPUI); Barbara Cambridge, project director, (IUPUI); Jeanette Clausen (IPFW); Kathryn Ernstberger (IUS); Cathy Ludlum Foes (IUE); William Frederick (IPFW); Richard Hug (IUN); Nadene Keene (IUK); John Lewis (IUSB); Allen Safianow (IUK); Mohammad Torabi (IUB); Eleanor Turk (IUE); and John Withey (IUSB)

INDIANA UNIVERSITY FACULTY SERVICE FELLOWS: Diane Bever (IUK), Marcia Dixon (IPFW), Susanmarie Harrington (IUPUI), Gary Kern (IUSB), Steve Mannheimer (IUPUI), Thomas Miller (IUSB), Lynda Narwold (IUK), Gabrielle Robinson (IUSB), Albert Ruesink (IUB), Diane Wille (IUS), and Lillian Yeager (IUS)

PROJECT SUPPORT: Patti Hair (IUPUI)

*Table
of
Contents*

WORK OF THE PROJECT

Background of the Project1

DEFINITION OF SERVICE3

Service to Students.....3

Service to the Institution4

Service to the Discipline or Profession.....4

Service to the Community.....5

INDICATORS OF QUALITY OF SERVICE7

Impact/Significance7

Intellectual Work.....7

Importance of Role.....7

Communication and Dissemination8

Interaction of Service, Teaching, and Research.....8

APPLICATION OF QUALITY INDICATORS.....9

DOCUMENTATION OF SERVICE.....11

Personal Evaluation11

Primary Unit Review11

Institutional Review12

External Review12

CONCLUSION13

RESOURCES15

APPENDICES17

Appendix A: Indicators of Quality of Service: Examples17

Appendix B: Workshop Activities37

Appendix C: Alternative Criteria for Evaluation47

Indiana University's mission and the role of higher education in society must be addressed and clearly articulated to its constituents. Stakeholders within and outside institutions of higher learning evaluate higher education's contributions to society as a whole on teaching, research, and service by the faculty. The university's contributions to the community, state, nation, and world through teaching, research, and service must, therefore, be effectively described, documented, and evaluated. Some of these contributions rise to the stature of scholarship. Ernest Boyer (1990), in his landmark book *Scholarship Reconsidered: Priorities of the Professoriate*, "suggested that the work of the intellectual life included not only the scholarship of discovering knowledge but also the scholarship of integrating knowledge, the scholarship of applying knowledge, and the scholarship of teaching (Glassick, Huber, & Maeroff, 1997, p. 2). Now, higher education is broadening its view of what constitutes scholarship and its capacity to recognize and reward scholarly activities and contributions associated with teaching and service as well as research.

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, Indiana University, like other institutions, is reexamining its mission and its relationship to its many communities. As part of this reexamination, Indiana University initiated in 1996 a three-year Strategic Directions Project on Defining, Documenting, and Evaluating Service. The project benefited from work by the IUPUI Task Force on Service (1994-1996) that researched service on its campus, across peer institutions, and in the literature.

Building upon the 1996 IUPUI Task Force Report, two representatives from each IU campus participated in six four-hour meetings during 1996-1997 that considered the diverse missions and work of each campus. Between meetings, participants collected information, shared work with colleagues, solicited advice, read background information, and completed writing assignments. The extensive work of the group generated the definition, kinds of documentation, and quality indicators for service that were applied during the second year by the Indiana University Faculty Service Fellows. During 1997-1998, the Fellows tested the applicability of the definition, methods for documentation, and the efficacy of the quality indicators as they produced service portfolios (see Appendix A.) This work has resulted in an intellectual model on service, resource persons on each campus, and campus activities that have stimulated discussion and that have influenced several campuses to revise promotion and tenure guidelines, documentation for annual review, and criteria for service awards. Each campus has plans for subsequently engaging faculty, administrators, and other staff in considering how the project's work can contribute to better representing and evaluating service (see Appendix B.)

Definition of Service

Service applies a faculty member's¹ knowledge, skills, and expertise as an educator, a member of a discipline or profession, and a participant in an institution to benefit students, the institution, the discipline or profession, and the community in a manner consistent with the missions of the university and the campus.

The following four types of faculty service can be documented and evaluated:

- (1) SERVICE TO STUDENTS**
- (2) SERVICE TO THE INSTITUTION**
- (3) SERVICE TO THE DISCIPLINE OR PROFESSION**
- (4) SERVICE TO THE COMMUNITY**

(1) SERVICE TO STUDENTS

Service to students involves activities that assist individual students and groups of students beyond the normal teaching responsibilities of every faculty member. These activities may involve support for curricular, co-curricular, and extra-curricular activities or organizations.

Examples of service to students include but are not limited to:

- Advising students on academic paths, educational goals, and career objectives
- Advising a student chapter of a professional organization
- Mentoring a student, student club, or other non-classroom 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
- Tutoring students for certification examinations
- Assisting students in the transition from school to work through formal career counseling and providing letters of referral or recommendations

¹ Here and throughout the document, faculty members include clinical faculty members and librarians.

(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 and effective systems for accomplishing their missions. Faculty and administrators are members of these communities who share responsibility for their governance and advancement by contributing through institutional service. Service to the institution involves activities that help sustain or lead academic endeavors.

Examples of institutional service include but are not limited to:

- Contributing as a member or leader of a task force to address an issue facing the campus or university community
- Participating as an elected member in faculty governance
- Leading faculty governance activities
- Representing the university in a public media forum
- Helping a committee to meet its goals
- Chairing a committee
- Writing a task force report
- Contributing to a search committee
- Providing leadership for the effective functioning of a unit

(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:

- Contributing time and expertise to further the work of a professional society or organization
- Promoting the image, prestige, and perceived value of a discipline or profession
- 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 expertise as scholar, teacher, administrator, or practitioner.

Examples of service to the community include but are not limited to:

- Consulting with private and public, profit, and not-for-profit organizations by applying expertise to enhance the efficiency or effectiveness of the organizations served
- Assisting the public through a university clinic, hospital, laboratory, or center
- Making research understandable and useable in specific professional and applied settings
- Providing public policy analysis for local, state, national, or international government agencies
- Testing concepts and processes in real-world situations
- Giving presentations or performances for the public
- Evaluating programs, policies, or personnel for agencies
- Engaging in seminars and conferences that address public interest problems, issues, and concerns and 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
- Communicating in popular and non-academic media including newsletters, radio, television, and magazines

Indicators of Quality of Service

Indiana University faculty members devote their professional lives to service, teaching, and research, each of which affords them opportunities for scholarship. Faculty members assess their progress toward goals in these areas by quality indicators that enable them both to affirm and improve their work and to be evaluated and rewarded during tenure, promotion, and salary considerations.

The following quality indicators provide faculty members a framework for presenting their service work and enable evaluators to assess the quality of that work (see Appendix C for alternative criteria). The list of quality indicators is not exhaustive, nor are the indicators meant to be equally weighted for each faculty member. These quality indicators will be useful in evaluating all service work; however, their salience will differ depending on the work being evaluated and the instances of application (i.e., a single service activity or an overall service record).

INDICATORS OF QUALITY OF SERVICE

- (1) IMPACT/SIGNIFICANCE**
- (2) INTELLECTUAL WORK**
- (3) IMPORTANCE OF ROLE**
- (4) COMMUNICATION AND DISSEMINATION**
- (5) INTERACTION OF SERVICE, TEACHING, AND RESEARCH**

(1) IMPACT/SIGNIFICANCE is characterized by

- Furthering the missions and goals of the appropriate levels of the campus and university
- Influencing identified constituencies
- Contributing to the professional development of the faculty member

(2) INTELLECTUAL WORK is characterized by

- Command and application of relevant knowledge, skills, and technological expertise
- Contribution to a body of knowledge
- Imagination, creativity, and innovation
- Sensitivity to and application of ethical standards

(3) IMPORTANCE OF ROLE is characterized by

- Consistency in completing necessary work
- Sustained contribution
- Increasing level of responsibility
- Creative and responsible leadership
- Consensus building

(4) COMMUNICATION AND DISSEMINATION is characterized by

- Responsible representation of work during and after completion
- Communication with appropriate audiences
- Use of modes of communication and dissemination appropriate to audiences
- Analysis of and reflection on the service

(5) INTERACTION OF SERVICE, TEACHING, AND RESEARCH is characterized by

- Symbiosis of service, teaching, and research
- Service that contributes to the learning environments for students and for faculty members

Application of Quality Indicators

These quality indicators provide a basis for evaluating all types of service from unsatisfactory to excellent for annual review, promotion and tenure, merit pay, service awards, appointment to administrative roles, or other reviews (e.g., program reviews, accreditation). All of the quality indicators are relevant to the evaluation of service. A service record that invites the application of all the quality indicators is more highly valued than one that invites the application of only isolated quality indicators. For example, the outcome of a service activity that is widely communicated and disseminated, but demonstrates little intellectual work and insignificant impact is less valued than an activity that includes wide dissemination, intellectual work, and significant impact.

The meaningful application of these quality indicators succeeds only when academic units understand, support, and value the role of service in the work of faculty members. In addition, an academic unit needs to engage in active discussions about the ways in which these indicators are applied in its context. This process should result in a clear statement of the definition of service within the academic unit, expectations for satisfactory and meritorious service, guidelines for documentation, and forms of recognition within the unit. Unit discussions about service can also be used to clarify such issues as the use of university resources for service and remunerated service. For example, service carries the connotation of a pro bono activity; however, some service is remunerated. Remuneration may be used as an index of value or an indicator that the activity has become private business enterprise rather than service. Units may also consider questions of breadth versus depth of service. For example, although all faculty must perform at a level of satisfactory or above on student and institutional service, a service record that includes all types of service (i.e., student, institutional, discipline or profession, community) might warrant a more favorable overall evaluation than one that is confined to fewer types.

Documentation must effectively represent service activities and products in a way that enables evaluators to apply the quality indicators. Types of documentation differ based on the kinds of service, the constituencies served, the types of products created during the service, and other factors. Extensive documentation of all aspects of service is usually not necessary. A faculty member may choose to document only selected examples of service sufficient for the purpose of the documentation as determined and communicated by the unit reviewing the materials.

Analytic, reflective, and evaluative entries from the following four sources should offer concise and effective documentation:

- (1) PERSONAL EVALUATION**
- (2) PRIMARY UNIT REVIEW**
- (3) INSTITUTIONAL REVIEW**
- (4) EXTERNAL REVIEW**

(1) PERSONAL EVALUATION

Personal analysis, reflection, and evaluation of service may include but are not limited to:

- Statement establishing the consistency of the service with the professional and career objectives of the faculty member
- Analysis of field notes or journal entries kept during the term of service
- Documentation of presentations on service given locally, regionally, or nationally
- Analysis of internal documents related to service activities, professional development in the area of service, development of departmental or school criteria for evaluating service, or mentoring of other faculty members in areas of service

**(2) PRIMARY UNIT REVIEW
(UNIT THAT DOES APPOINTMENT AND ANNUAL REVIEW)**

Unit review of service may include but is not limited to:

- Statement from the academic unit that shows how the faculty member's service is consistent with the unit's mission and goals
- Statement from program review of the unit that addresses the faculty member's contribution to the effectiveness of the unit in the area of service
- Portions of the faculty member's annual reviews that address the effectiveness of the service
- Letter from a unit committee chairperson about the significance of the faculty member's contribution to the work of the committee

- Reports that describe the impact of the faculty member's 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 on the work of the group

**(3) INSTITUTIONAL REVIEW
(UNITS BEYOND PRIMARY UNIT, SUCH AS SCHOOL,
DIVISION, CAMPUS, OR UNIVERSITY)**

Institutional review of service may include but is not limited to:

- Statement from an administrator that shows how the faculty member's service is consistent with the mission and goals of a unit beyond the primary unit
- Minutes of meetings of a faculty governance group that show the impact of a faculty member's service on practices or policies within the campus
- Letter from a task force or committee chairperson about the significance of the faculty member's contribution to the work of the task force or committee
- Letter of invitation to lead or participate in a significant campus or university effort
- Analysis of a set of evaluations from a faculty development workshop led by the faculty member
- Letter from administrator of an institutional unit for which the faculty member provided service

(4) EXTERNAL REVIEW

External review of service may include but is not limited to:

- Statement from recipients or other constituencies that attests to the quality of the faculty member's service
- An article on service in a refereed journal
- An article on the impact of a service activity in a publication of the constituents being served
- Review by a faculty member or administrator from another campus of a professional portfolio that includes documentation of service to students, institution, discipline or profession, or community
- Newspaper report of improvement in public policy or practice that acknowledges the faculty member'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 service and expertise

All persons associated with Indiana University will benefit from developing a clearer understanding of the nature of service in the academy, the ways in which service can be integrated with and contribute to teaching and research, and the possibility that some service can be scholarship and evaluated as such. The group of faculty members who worked on this document carefully thought about both the unique perspectives of each campus and issues that are common across all Indiana University campuses. This document is designed to be broad enough for all users and specific enough to provide guidance for special purposes. As such, it represents an important benchmark for defining, evaluating, and documenting service.

This document is best viewed as a snapshot at one place in an ongoing discussion and as a generative basis for future deliberation at the system, campus, school, and departmental levels. We understand and expect that this document's primary significance will reside in its capacity to stimulate inquiry into the nature and role of service for a campus, a department, and an individual's professional career. Rather than presenting the defining rubric for service at Indiana University, the work of the past three years will be most successful if this document is followed by documents that (1) build upon its enduring parts, (2) reflect local missions and circumstances, (3) articulate a template that guides professional development and administrative review in a coherent manner, and (4) promote the understanding and dignity of service as a basis for scholarship.

- ACRL Institutional Priorities and Faculty Rewards Task Force (1997). The redefining scholarship project: A draft report. *College and Research Libraries News*, 58(6), 414-418.
- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.
- Boyer, E. L. (1994, March 4). Creating the new American college. *Chronicle of Higher Education*, A48.
- Boyer, E. L. (1996). The scholarship of engagement. *Journal of Public Service and Outreach*, 1, 11-20.
- Braskamp, L. A., & Ary, J. C. (1994). *Assessing faculty work: Enhancing individual and institutional performance*. San Francisco: Jossey-Bass.
- Bringle, R. G., Games, R., & Malloy, E. A. (1999). *Colleges and universities as citizens*. Boston: Allyn & Bacon.
- Checkoway, B. (1997). Reinventing the research university for public service. *Journal of Planning Literature*, 11, 307-319.
- Council of Writing Program Administrators (1998). Evaluating the intellectual work of writing administration. *WPA: The Journal of the Council of Writing Program Administrators*, 22(1/2), 85-104.
- Coye, D. (1997). Ernest Boyer and the new American college: Connecting the disconnects. *Change*, 29(3), 20-29.
- Crosson, P. H. (1985). *Public service in higher education: Practices and priorities*. ASHE-ERIC Higher Education Report, No. 2. Washington, DC: ERIC Clearinghouse on Higher Education.
- Diamond, R. M. (1993). How to change the faculty reward system. *AGB Trusteeship*, 1(5), 17-21.
- Diamond, R. M., & Adam, B. E. (Eds.) (1993). *Recognizing faculty work: Reward systems for the year 2000. New directions for higher education No. 81*. San Francisco: Jossey-Bass.
- Diamond, R. M., & Bronwyn, E. A. (Eds.) (1995). *The disciplines speak: Rewarding the scholarly, professional, and creative work of faculty*. Washington, DC: American Association for Higher Education.
- Dill, D. D. (1997). Focusing institutional mission to provide coherence and integration. In M. W. Peterson, D. D. Dill, & L. A. Mets (Eds.), *Planning and management for a changing environment* (pp. 177-199). San Francisco: Jossey-Bass.
- Dominick, C. A. (1990). *Revising the institutional mission. New directions for higher education No. 71*. San Francisco: Jossey-Bass.
- Driscoll, A., & Lynton, E.A. (1999). *Making outreach visible: A guide to documenting professional service and outreach*. Washington, DC: American Association for Higher Education.

- Farmer, J. A., & Schomberg, S. F. (1993). *A faculty guide for relating public service to the promotion and tenure review process*.ampaign, IL: University of Illinois at Urbana-Champaign, Office of Continuing Education and Public Service.
- Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate*. San Francisco: Jossey-Bass.
- Holland, B. A. (1997). Analyzing institutional commitment to service. *Michigan Journal of Community Service Learning*, 4, 30-41.
- Lynton, E. A. (1995). *Making the case for professional service*. Washington, DC: American Association for Higher Education.
- Lynton, E. A., & Elman, S. E. (1987). *New priorities for the university*. San Francisco: Jossey-Bass.
- Modern Language Association Commission on Professional Service (1996). Making faculty work visible: Reinterpreting professional service, teaching, and research in the fields of language and literature. *Profession 1996*, 161-216. New York: Association of Departments of English, Modern Language Association.
- O'Meara, K. (1997). *Rewarding faculty professional service*. Boston: New England Resource Center for Higher Education.
- Plater, W. M. (1998). Using tenure: Citizenship within the new academic workforce. *American Behavioral Scientist*, 41(5), 680-715.
- Points of distinction: A guidebook for planning and evaluating quality outreach* (1996). East Lansing, MI: Michigan State University Community Outreach Office.
- Rice, R. E. (1991). The new American scholar: Scholarship and the purposes of the university. *Metropolitan Universities*, 1(4), 7-18.
- Schomberg, S. F., & Farmer, J. A. (1995). The evolving concept of public service and implications for rewarding faculty. *Continuing Higher Education Review*, 58(3), 122-140.
- Schön, D. A. (1995, Nov./Dec.). Knowing-in-action: The new scholarship requires a new epistemology. *Change*, 27-34.
- Singleton, S. E., Burack, C. A., & Hirsch, D. J. (1997). Faculty service enclaves. *AAHE Bulletin*, 49(8), 3-7.
- Votruba, J. C. (1992). Promoting the extension of knowledge in service to society. *Metropolitan Universities*, 2, 72-80.
- Votruba, J. C. (1996). Strengthening the university's alignment with society: Challenges and strategies. *Journal of Public Service and Outreach*, 1, 29-36.
- Walshok, M. L. (1995). *Knowledge without boundaries: What America's research universities can do for the economy, the workplace, and the community*. San Francisco: Jossey-Bass.
- Walshok, M. L. (1998). The social integration of knowledge: Rethinking the work of continuing higher education. *Continuing Higher Education Review*, 62, 64-70.

APPENDIX A

INDICATORS OF QUALITY SERVICE:

EXAMPLES

Indicators of Quality Service: Examples

The Indiana University Faculty Service Fellows program was directed at examining and better understanding the role of service in the academy. The program selected faculty from Indiana University campuses who had records of service to multiple constituencies (e.g., students, institution, profession or discipline, community). During 1997-1998, the Faculty Service Fellows researched the nature of service, criteria for evaluating the quality of service, the nature of supporting evidence, and methods for representing their work. The Faculty Service Fellows documented some aspects of their service activities with reference to criteria for evaluating service. Excerpts from these documents illustrate assertions and evidence that might be brought to bear on components of the criteria. The excerpts have been lifted from documents that provide additional supporting explanation, context, and evidence that are important to the comprehensive evaluation of the activity. Furthermore, the documented activities were only a portion of the person's corpus of service work. In order to assist in understanding the nature of the excerpts, the following brief descriptions of each Fellow's service work are provided.

**DIANE J. BEVER
LIBRARY
INDIANA UNIVERSITY KOKOMO**

Diane J. Bever documented service activities to the campus and to her professional association, the Indiana Library Federation.

**MARCIA D. DIXSON
DEPARTMENT OF COMMUNICATION
INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE**

Marcia D. Dixson documented service to the department, campus, professional association, and community. For the department, she documented her work mentoring graduate instructors.

**SUSANMARIE HARRINGTON
DEPARTMENT OF ENGLISH
INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS**

Susanmarie Harrington documented service to the department and to the campus resulting from her role as Director of Placement and Assessment, which involved developing and administering the English placement examination for all incoming students.

**GARY KERN
BUSINESS AND ECONOMICS
INDIANA UNIVERSITY SOUTH BEND**

Gary Kern documented service to the discipline (Decision Sciences Institute), to the campus (leadership positions in the undergraduate program), to the community (United Way Campaign), and to the discipline (as a reviewer for business journals).

**STEVE MANNHEIMER
HERRON SCHOOL OF ART
INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS**

Steve Mannheimer documented service to the discipline through the Mid-America College Art Association and to the community through the development of the “Landmark for Peace,” a memorial to Dr. Martin Luther King, Jr. and Senator Robert Kennedy.

**THOMAS C. MILLER
DIVISION OF ARTS
INDIANA UNIVERSITY SOUTH BEND**

Thomas C. Miller documented service to the South Bend community through programs directed at arts education for minority youth that drew upon his skills in theater, communications, and architectural history.

**LYNDA D. NARWOLD
SCHOOL OF NURSING
INDIANA UNIVERSITY KOKOMO**

Lynda D. Narwold documented service to students (student organizations), the institution (A.S.N. degree program coordinator), the profession (Indiana State Nurses Association), and the community (summer camps for children with asthma and diabetes).

**GABRIELLE ROBINSON
ENGLISH DEPARTMENT AND INTERNATIONAL PROGRAMS
INDIANA UNIVERSITY SOUTH BEND**

Gabrielle Robinson documented service to her campus as the Director of International Programs.

**DIANE E. WILLE
DIVISION OF SOCIAL SCIENCE
INDIANA UNIVERSITY SOUTHEAST**

Diane E. Wille documented multiple service to her campus that included her leadership role in the Women’s Studies Program and as the Campus Affirmative Action Officer.

**LILLIAN E. YEAGER
DIVISION OF NURSING
INDIANA UNIVERSITY SOUTHEAST**

Lillian E. Yeager documented her service to her institution through her leadership role in the School of Nursing, to her students through student support services, to her discipline through participation in professional organizations, and to her community through outreach projects.

III. IMPACT/SIGNIFICANCE OF THE SERVICE

Characterized by

A. FURTHERING THE MISSIONS AND GOALS OF THE APPROPRIATE LEVELS OF THE CAMPUS AND UNIVERSITY

1. *Assertion that the service project related directly to unit mission:*
The project [developing the Charles Martin Youth Center] dealt directly with two goals which my academic unit, the Division of the Arts, had identified as being critical — helping to prepare minority and low-income students for university-level work in the arts and long-term recruitment. (Miller)
2. *Assertion that the service project related directly to campus mission:*
The ability to retain graduate students and improve teaching in this basic course speaks directly to two specific goals within the IPFW University Mission statement: ‘continued improvement of undergraduate teaching’ and ‘expansion of graduate programs’ (IPFW *Graduate Bulletin*: 95-97). (Dixson)
3. *Assertion that the service project related directly to school mission:*
The original concept of a multi-campus school [of nursing] urged by higher administration as a means to quickly extend quality undergraduate education across the state left faculty suspicious of the benefits to be derived from a university school. Because there were no university-wide guidelines for functioning as a university school, we needed to develop campus faculty governance, university school faculty governance, and an interface between the two. (Yeager)
4. *Establishing unit definition of service:*
Indiana University School of Nursing has defined Faculty Service as those activities that are within the academic setting or within the greater community which contribute to its mission. Service is designed to utilize an individual’s expertise and talents outside of the teaching and research arenas. However, it is necessary to demonstrate how service can complement and even strengthen a faculty member’s role as teacher or researcher. (Narwold)
5. *Evidence from a recognized external authority that supports the relation of the mission of the service unit to the mission of the campus:*
“The fundamental rationale for international education must arise . . . from our understanding of the aims of education itself. Education is a matter of attitudes and habits of mind — including those of valuing other cultures . . . and seeing things from the perspective of peoples other than one’s own” (*Beyond Borders*). Indiana University South Bend (IUSB) students are mostly first generation college students who, after studying at their local college, return to work in their local community, and have little exposure to anything international. Because an international perspective is a matter of survival in the 21st century, practically for career and competition and philosophically for global understanding, in institutionalizing the Office

of International Programs, I established goals that included making international studies an essential component of education at IUSB, helping students to communicate across cultural and linguistic borders. (Robinson citing *Beyond Borders*, publication of a national disciplinary association)

B. INFLUENCING IDENTIFIED CONSTITUENCIES

1. Identification of specific outcomes for the major constituency of a service project:

The positive impact on community stakeholders can be measured in multiple ways: memberships in participating organizations have gone up, numbers of overall participants have gone up, scheduled activity in the building continues to escalate, and the auditorium, which is constantly scheduled, has provided a central location for many neighborhood-oriented events. (Miller on the effects of a community center which he helped conceptualize and establish, and for which he continues to contribute to maintain programming and funding)

2. Identification of outcomes for multiple constituencies served by a project:

For the first wellness fair on the campus open to faculty, staff, and students, I co-chaired the committee, identified appropriate screenings, obtained equipment, and solicited personnel. One hundred and fifteen students, staff, and faculty received vision, blood pressure, blood sugar, or cholesterol screenings at that first wellness fair. (Narwold)

Many stakeholders benefited from holding this meeting at Indiana University South Bend (IUSB): the Midwest Decision Sciences Institute gained greater visibility in our region as a strong professional organization, IUSB benefited from providing excellent educational experience to local businesses and from an increase in prestige nationally with peers and doctoral students at other institutions, and the Division of Business and Economics gained visibility on our campus as the key representative for the campus in this endeavor. (Kern)

3. External reviewer's statement about the centrality of the service's effect on association members:

"Her efforts are directly related to the growth of the Federation in terms of number of members, the ever increasing services afforded to members, and a sound financial basis." (Martin, former President, Indiana Library Association, about Bever)

C. CONTRIBUTING TO THE PROFESSIONAL DEVELOPMENT OF THE FACULTY MEMBER

1. Assertion about knowledge gained and applied after the service:

As fundraising began to occupy significant time, leadership shifted to others initially more capable than I. In this instance, I brought less to the table than I carried away. My experience with fundraising at this level had been meager, but I learned a lot that I have been applying ever since. (Miller)

2. *Evidence of positive effects of service on other aspects of faculty member's work:*
My numerous professional service activities have allowed me to incorporate new ideas and expand library services in my position at the Indiana University Kokomo Library, to provide better service to library users as a result of my knowledge and understanding of state-wide library services, to develop a vast support network, and to share my knowledge with others. (Bever)
3. *Assertion about knowledge gained during the service:*
I attended workshops and meetings to become knowledgeable about the duties of the office and the federal and state affirmative action/equal opportunity laws and regulations. For example, I attended an all-day workshop 'Access and Accommodations' presented by the IUPUI Office of Adaptive Educational Services and the Indiana Civil Liberties Union Foundation (April 11, 1997). These workshops and meetings provided the education I needed to ensure that IU Southeast complied with affirmative action/equal opportunity laws and regulations. (Wille)
4. *Translation of book knowledge into practical knowledge:*
The letter from Eliot Smith addresses directly the quality of administrative work that I performed in organizing the meeting. Although I have had some academically oriented administrative experience, the breadth of skills needed to manage the conference was far greater than my previous experience. I applied many skills and techniques that had only been book-learning to me previously. It has greatly enhanced my understanding of administrative challenges associated with other roles, both on campus and off. (Kern)

III. INTELLECTUAL WORK

Characterized by

A. COMMAND AND APPLICATION OF RELEVANT KNOWLEDGE, SKILLS, AND TECHNOLOGICAL EXPERTISE

1. *External reviewer's identification of results of applying a set of qualities:*
"Her strong administrative qualities were evident in her ability and willingness to collect and disseminate information for effective programming, in the communications that she maintained with the committee and the Indiana Library Association-Indiana Library Trust Association Board, and in the actual programs carried out under her direction." (Schaefer, former President, Indiana Library Association, about Bever)

2. *Faculty member's range of skills:*

I was responsible for conceptualizing and orchestrating all aspects of the national competition for the design of the memorial: defining the goals and objectives of the competition in consultation with company leadership, advertising and publicizing, selecting the jury and establishing guidelines for its operation, working with company lawyers to create legal contracts for the winner, and working with the winning artist to facilitate the fabrication and installation of the sculpture. (Mannheimer)

3. *External reviewer's support for faculty member's assertion of skills used in service (see above):*

"Let me stress that none of this would have been possible without Steve's understanding of the artistic implications of every decision and his willingness to solve creatively challenges in the project without compromising its artistic integrity. All of this was, I believe, made possible because of the credibility he commanded among the other participants." (Stitt, Deputy Mayor of Indianapolis, on Mannheimer)

4. *Identification of expertise applied:*

My professional expertise was utilized in the project. Collaboration is a hallmark of theatre artists — we represent 'art made by a committee'-and I was able to bring twenty-five years of repeated collaborative efforts to bear on this project, which made me a principal player in weaving stakeholders and supporters from different arenas together into a cohesive whole. (Miller)

5. *Application of technological expertise:*

Since no administrative staff, clerical staff, or released time was allocated to the management of the meeting, I applied all of my knowledge of productivity software. I developed the meeting materials and publications, design and maintenance of the meeting database, and communication system. I made full use of all productivity-enhancing aspects of the software as well as my knowledge of database design. (Kern)

6. *Application of leadership skills:*

"As Chair of the Bylaws Committee, she has demonstrated exceptional leadership, directing the committee through major changes and modifications and gaining the approval of the faculty of the bylaws. She maintains calm, direction, and purpose in her leadership. She considers the School of Nursing as a system and maintains the concerns of the campuses in her deliberations." (Carley, former chair of the Bylaws Committee, about Yeager)

B. CONTRIBUTION TO A BODY OF KNOWLEDGE

1. *Communication to professional audiences:*
Sharing with colleagues has, up until this time, been primarily informal through e-mail and membership in the Basic Course Division of the National Communication Association. I present papers about teaching and/or directing the basic course consistently at the national conference. These papers have addressed issues such as directing the developing associate faculty (this paper was prepared before the influx of graduate instructors and has since been published in a national communication journal) and integrating social construction theory and teams into the basic course (a paper developed from and for a workshop for 114 instructors). (Dixson)
2. *Evidence of service's effect in a national context:*
Knowledge gained has not only fed the center itself, but has been shared on a nation-wide basis through various community development corporations that have sought to emulate portions of what has been accomplished. Profiles of what happened have been published nationally. (Miller)
3. *Knowledge made available for use by others:*
This manual provides detailed organizational, procedural, and policy information, generated during my terms of office, to all Federation volunteer leaders. (Bever)

C. IMAGINATION, CREATIVITY, AND INNOVATION

1. *Assertion of combining creativity and collaboration:*
Extensive experience in design and technical theatre meant that I could deal with the visual appearance of the community arts center in creative and challenging ways (the kids love the scheme of deep purple, black, white, yellow, red and apple-green in the day-care area) and yet speak the language of the builders, which was vitally important because our budget required as much cooperation from them as possible. (Miller)
2. *Report of innovation:*
With difficult and challenging problems, we were forced to be innovative because of no clear precedent for what we were trying to accomplish; at other times we had to innovate to get around missing resources. Many efforts, like the concept of interlocking programs, proved to be the most useful developments at the center. (Miller)
3. *Imaginative approach to service learning through an innovative project:*
As a health educator, I am responsible to improve the health status of my community, and I want my students to learn the value of giving their time and expertise to the community. I established a day camp for children with asthma, obtaining cooperation among local organizations that usually compete. I obtained funds, voluntary physician

time, donated supplies, and, after success the first year, increased funding. The nursing students participating in the project were able to apply pediatric principles of growth and development, therapeutic communication, and teaching/learning to children from a variety of developmental levels. The students were also able to interact with other health care providers to work toward a common goal of improving the health of the community. (Narwold)

D. SENSITIVITY TO AND APPLICATION OF ETHICAL STANDARDS

1. *Evidence of respect for diverse constituents and for balanced partnership:*

I needed not to forget or to ignore important ethical considerations while acting in a leadership role. With diverse partners, by age, gender, ethnic heritage, income, education, and experience, each constituency needed to feel that the center was satisfying important needs for them and that they controlled a significant part of the center's destiny. (Miller)

The neighborhood must trust the project directors to respect their social and mainstream aesthetic sensibilities; project supporters must also trust the directors to use their political and financial support to ensure the artistic quality of the memorial and the all-important sense of neighborhood emotional support. (Mannheimer)

III. IMPORTANCE OF ROLE

Characterized by

A. CONSISTENCY IN ACCOMPLISHING NECESSARY WORK

1. *Consistency shown in participation throughout a project:*

When the idea of hosting the meeting in South Bend was first suggested by the Convention and Tourism Bureau, I was the local Midwest Decision Science Institute (MDSI) member whom they approached for discussion. I prepared the bid to host the MDSI portion of the meeting in South Bend. This was about three years before the meeting was held. When the idea of having a joint meeting with Midwest Academy of Management (MAM) was first suggested, I organized and presided at a joint meeting of organizational representatives in South Bend. There was no institutional precedent for joint meetings, so we had to define policy for these issues. Our program committee had to figure out an approach to coordinating with the MAM program committee. I served as Program Co-Chair for the MDSI portion of the meeting with responsibilities that included locating and contracting with hotel, meeting facilities, and caterers; assembling the Program Committee; scheduling program sessions; soliciting special sessions and workshops; soliciting sponsorships and attracting exhibitors; monitoring advance and on-site registration, maintaining the database; and selecting meals and making other catering decisions. (Kern)

2. *Testimony from others on consistency of effort and accomplishment:*

“Both the Division’s birth and continued growth during the past twelve years may be attributed directly to Ms. Bever’s enthusiasm, devotion, and leadership. Last summer, she completed the very laborious and time-consuming task of compiling the Division’s archival copy of minutes and other official records. While reading these historical documents, I was impressed with Ms. Bever’s strong leadership role, active participation, and continued service within the Division. This dedication has earned her the admiration and support of her colleagues.”
(Gago, former Division chair, Indiana Library Federation, about Bever)

B. SUSTAINED CONTRIBUTION

1. *Sustained contribution including regularly performing necessary duties:*

One of the yearly duties of the Campus Affirmative Action Officer is to create the Affirmative Action Plan. This plan discusses and assesses the current practices and procedures used by IU Southeast to ensure affirmative action/equal opportunity. Also included is the faculty and staff utilization information. From this information, campus goals are developed. A comparison is made between campus utilization of females and minorities and availability of females and minorities within each job group. Underutilization is an indication of a problem area and goals are developed to erase these problem areas. In 1996, IU Southeast was one of only two regional campuses to complete the Affirmative Action Plan. (Wille)

There are several ways in which I mentor graduate instructors every semester:

(1) I organize and conduct seminars on specific topics; (2) I evaluate each instructor’s syllabus, making comments to be sure their course is in line with basic course policies; (3) I observe each instructor during the first semester of teaching; (4) I have created and supervised subsequent revisions of a basic course handbook which offers examples of syllabi, exercises, grading sheets, etc.; (5) I have an open door policy and encourage graduate instructors to come to me with questions and/or problems; and (6) I maintain a library of textbooks which graduate instructors can use to develop course ideas. (Dixson)

My most recent project involved developing a day camp for 30 children ages 6 to 13 who suffer from asthma. The camp was designed to teach children self-management skills in a fun-filled atmosphere. I was able to obtain cooperation from several local organizations, including agencies that normally compete with each other, to provide a weeklong day camp. I obtained over \$1400 in donations to provide the necessary supplies. Local physicians donated their time and support. Five nursing students were counselors for the first camp. Following

the success of the first camp, I was able to obtain a \$3200 grant from the Howard County Foundation to continue the camp. The camp in 1998 was expanded to include children with diabetes. (Narwold)

C. INCREASING LEVEL OF RESPONSIBILITY

1. *Evidence of increasing responsibility in a leadership position and sustained activity:*

Although my service to the profession, specifically to the Indiana Library Federation, has shown a progression of increasingly responsible positions which culminated in serving as President, I still feel that I have an important role to play in the development of the library profession and library services in the State of Indiana. I continue to serve on the Committee on Organization, Evaluation, and Support; chair the Long Range Planning Committee; improve the Leadership Manual; and willingly share the knowledge I have gained over the last twenty years with my colleagues. As the Federation continues to develop and grow, so have I grown professionally through my involvement. (Bever)

2. *Evidence from others about growth in role and responsibility:*

“I served as Chair of the Blueprint Committee on Bylaws for the School of Nursing established by Dean Baker in 1989. Lillian was appointed a member of the committee. We began to meet early in the summer of 1990 and continued to meet until we had provisional bylaws ready to present to the faculty at the beginning of the Fall Semester. Lillian was a conscientious member, attending all meetings throughout the summer. She actively participated in all discussions, accepted all assignments and followed through on all work and especially paid attention to the smallest of the details.”

“Lillian continued on the committee as a member until I resigned as Chairperson of the Bylaws Committee, January, 1991. At this time she accepted the Interim Chair position and eventually was elected as Chair of the Bylaws Committee. She has demonstrated exceptional leadership in the position, directing the committee through major changes and modifications and gaining the approval of the faculty of the bylaws. She maintains calm, direction and purpose in her leadership. She considers the School of Nursing as a system and maintains the concerns of the campuses in her deliberations.” (Carley, former chair of the Bylaws Committee, about Yeager).

D. CREATIVE AND RESPONSIBLE LEADERSHIP

Leadership demonstrating results and external recognition:

My leadership has played an integral part in the development and growth of the Division of Women and in the reorganization of the Association into the Indiana Library Federation. In 1992, I was presented with the Indiana Library Federation Association Leadership Award. This award is given to an individual who has performed far beyond the scope of his or her original Federation duties. The award further recognizes outstanding efforts in the practice and promotion of excellence in library services in Indiana. (Bever)

When I became Director of International Programs in 1993, I had to build the office from the ground up. I first conceptualized the mission of the office as related to both Indiana University South Bend and the larger community, and then implemented that mission by reaching out to the constituencies involved. I created academic programs, such as an International Studies Certificate, a Minor in Latin American Studies, and an interdisciplinary Global Issues course. I centered the administration of all study abroad programs in the office, created a Newsletter and a Directory, and inaugurated an International Programs Advisory Council, made up of business and community leaders. Since 1993, International Programs also sponsored well over 100 events, ranging from a poetry reading by Yevtushenko to regular international coffee hours and an annual Diversity Day. I also put together a manual of the forms and activities of my office to share my experience with representatives from the other campuses. Recently I wrote an essay on 'Internationalizing the Urban Non-Residential Campus.' My efforts to give the office a central and visible place on campus culminated in a \$30,000 donation from a member of the Advisory Council to refurbish a house on campus into the Gunther and Barbara Jordan International Center. At the Founder's Day ceremony of 1998 I was awarded the John W. Ryan Award for Distinguished Contributions to International Programs and Studies. (Robinson)

E. CONSENSUS BUILDING

1. *Assertions about building consensus through the coordinated effort of diverse groups:*

When I arrived at IUPUI in fall 1993, the Testing Center had recently hired a new director, Mark Shermis, and a placement test manager. Shermis and I were committed to working out effective communications paths, and over time a rich relationship has developed between the Testing Center and the English Department. The Testing Center Advisory Board, which offers guidance to the Testing Center, provided one forum for building a better relationship. With the 1994 hiring of Howard Mzumara as manager of placement testing (and now associate director

of the Testing Center), good communication paths were institutionalized. Information flows quickly between our offices regarding English Department policies, Testing Center policies and testing information; problems are quickly and easily solved. Howard Mzumara and I regularly share information about the number of students testing and the development of any new testing procedures. Once a year, my internal report on placement and assessment activities is circulated to the Testing Center, the Dean of the School of Liberal Arts, the English Department, and the Vice-Chancellor for Institutional Planning and Improvement. This report enables all interested parties to keep track of assessment projects that are of special interest to them. (Harrington)

At this initial stage of development, the professional expertise I brought to bear included leadership and organizational skills. Meetings were well attended and interaction was intense. A specific challenge was to give everyone their opportunity and yet not let loud voices dominate; some important stakeholders had to be drawn out. The method of working was clearly participatory and remained so throughout — that was the point of the diversity of those involved. Being able to point out connections and to suggest areas where stakeholders had shared interests was an important contribution. (Miller)

The memorial project would necessarily involve the collaboration of a variety of stakeholders, both local and national. These included local government; the families of Dr. King and Sen. Kennedy; many former friends and supporters of King and Kennedy in the Indianapolis area who would be asked to contribute to the project; and, perhaps most important, neighborhood organizations in the King Park area. (Mannheimer)

One of my responsibilities was to chair the Annual Conference Committee of the Indiana Library Federation in 1993-1994. The conference was a joint conference with two other state organizations, the Indiana Health Science Librarians and the Association for Indiana Media Educators. The challenge was to plan programs which would meet the diverse needs of all three groups while coordinating three organizations accustomed to being in control and working under their own policies and procedures. (Bever)

2. *Evidence of building consensus from stakeholders:*

“Professor Yeager will undoubtedly be noted in the history of the IU School of Nursing for facilitating sweeping bylaws changes for the nursing faculty. She has assisted us obtain a more contemporary view of faculty governance, melded disparate campus viewpoints, and worked patiently with individuals and groups to move us forward. Her leadership at the Cuthbertson retreat where the bylaws were first presented for discussion was exemplary.” (Billings about Yeager)

IIV. COMMUNICATION AND DISSEMINATION

Characterized by

A. RESPONSIBLE REPRESENTATION OF WORK DURING AND AFTER COMPLETION

My role changed over time as the nature of the work moved on to different developmental stages. In each instance, the first efforts were concerned with organizing the work and educating committee members to their roles/responsibilities. As the committee members took on specific assignments, my role changed to one where there was added emphasis on facilitating work across the membership, keeping everyone apprised of progress to date, enforcing deadlines, recognizing their service, and keeping them excited about the nature and importance of the work. (Yeager)

An International Programs Committee, which I chaired and is made up of faculty across the university, is a good way of involving all constituencies and it makes the curricular collaborations easier to accomplish. Committee members serve to publicize the certificate or minor, recruit for study abroad, create international courses and international affiliations, and help to bring in speakers. (Robinson)

B. COMMUNICATION WITH APPROPRIATE AUDIENCES

1. *Communication to diverse audiences:*

To promote study abroad, I organize library displays and information booths, make presentations, and raise money. We also regularly put pieces on study abroad in the student newspaper. These are either general articles written by the office or a record of specific experiences of study abroad alumni. In order to serve more effectively as a clearinghouse for all study abroad opportunities, I have created a web site for International Programs with a link to the I.U. Study Abroad office as well as to those universities abroad with whom we have an exchange agreement. (Robinson)

C. USE OF MODES APPROPRIATE TO THOSE AUDIENCES

1. *Effective communication including public media and technology:*

I ensured that the Midwest Decision Sciences Institute (MDSI) meeting was publicized in a number of channels. The newsletter for Decision Science Institute that reaches all national members included a number of reports of the meeting and its success. The *MDSI Newsletter* included several accounts of the meeting as well. The *South Bend Tribune* and the *Tribune Business Report* also ran articles discussing the meeting.

I also designed a web site to publish information about the meeting. At the time (1996), this was a significant innovation. We were able to avoid the cost of printing and mailing a preliminary program by posting the session schedule on the Internet. We also promoted the keynote speaker and other innovations and attractions using the web site. After the meeting, I received a request via e-mail from the organizers of the Southeast Decision Science Institute meeting. They wanted to use my web site as a model from which to design their own meeting site. Although the practice is now commonplace, it was the first time any Decision Science Institute meeting was promoted this way. (Kern)

2. *Effective communication can be achieved through organizing events:*

I helped organize social activities of international students, such as Chinese New Year celebrations and international coffee hours. The latter in particular tend to be very popular. They can be easily arranged by finding sponsors in the local business community. For \$100 or less, businesses can get considerable publicity, the campus can have interesting and informative social events that bring together students, faculty, and staff, and the international students feel gratified that they can share their cultures. Beyond these smaller occasions, a yearly high profile event such as an international festival or a diversity day is a great attraction. These occasions usually are a highlight of campus activities and attract large numbers of not only the academic but also the broader community. (Robinson)

3. *Focus on the products:*

During my first year as chair of the Academic Affairs Committee, it was identified that other campuses had a Nursing Student Handbook that was a valuable tool for the students. The Academic Affairs Committee developed a handbook for use on the Indiana University Kokomo campus. The handbook is required for all nursing students and is revised every two years. (Narwold)

4. *Testimony from others about effectiveness of communication:*

“I see Steve’s contributions to Indianapolis in several different ways. Most obviously is his contribution to artistic dialogue and awareness that grows out of his columns on art and architecture in *The Indianapolis Star*. I have been impressed with the way Steve explains esoteric matters of aesthetic judgment in language that makes them sensible and accessible. In my experience, this has given people the comfort to approach a field that too often seems to require specialized education. Further, Steve’s ongoing critique of the general artistic/aesthetic environment of Indianapolis has served to sustain an important dialogue. The city may not always be able to fulfill the highest hopes Steve expresses in his columns — and that we hear repeated in formal and informal meetings — but his columns help raise the bar for excellence in urban design. I believe Steve’s ideas and expertise, and his ability to write about them persuasively and entertainingly, make Indianapolis a better city.” (Stitt, Deputy Mayor of Indianapolis, about Mannheimer)

D. ANALYSIS AND REFLECTION ON THE SERVICE

Personally, my involvement in organizing the meeting was very satisfying. I have long been an active member of this professional organization at both the national and regional levels. My experience in previous Decision Science Institute annual meetings as a paper presenter, discussant, session chair, paper reviewer, and track chair had given me a clear understanding of the editorial expectations and topical coverage expected by other participants at the meetings. As the primary organizer, I was able to express a vision for an innovative, attractive meeting, and see the meeting succeed. (Kern)

IV. INTERACTION OF SERVICE, TEACHING, AND RESEARCH

Characterized by

A. SYMBIOSIS OF SERVICE, TEACHING, AND RESEARCH

1. *Interaction of service with teaching:*

The experience gained in these projects gave me considerable new insight into the relationship between art and the public. This insight became invaluable in my teaching, particularly in the required upper-level seminar I conduct every spring. Over the decade I have taught this course, it has evolved from a wide-ranging discussion of aesthetic theory and creativity to a more focused examination of the role of art in American life and the students' own ideas of why, how, and for whom they make their own art. (Mannheimer)

Any student of business must consider effective management of human resources associated with their functional area. As I have progressed through a variety of service activities, I have increasingly assumed managerial responsibilities associated with the activity. Such 'hands-on' experience is invaluable when teaching students about the organizational ramifications of business concepts and practice. (Kern)

2. *Interaction of service with research:*

I have developed a research agenda with both internal and external audiences in mind. Research projects of various types have enabled me to investigate the validity of English placement tests, to evaluate courses, to evaluate the efficacy of our scoring methods, and to investigate the impact of electronic scoring on test results. Our expert scoring system is based on the work of Wyche-Smith and Haswell and Smith. In 1996 I received a grant from the Council of Writing Program Administrators to investigate the impact of rater meetings on the expert scoring system. In brief, the holistic scoring method assumes that daily rater meetings are essential to inter-rater reliability. The expert scoring system, which relies on expertise rather than meetings to anchor itself, should not depend on rater meetings. I designed an experiment, which varied rater meetings and then analyzed test results to see if there were differences in rater agreement. For introductory composition, there was no impact (ratings of agreement about these placements remained the same, with daily meetings, no meetings, and meetings once a week); for honors placements and basic writing

placements, there was some effect, but not a consistent effect. For honors placements, agreement went up the fewer meetings were held; for basic writing, agreement went down as fewer meetings were held. Further research is needed to explain the basic writing scores in particular. The report of this research is currently under review at *WPA: The Journal of the Council of Writing Program Administrators*. (Harrington)

3. *Interaction of service with teaching and research:*

The first step in this progression was joining the Women's Studies Faculty to team teach the introductory Women's Studies course, which I have done since 1987. With one of my fellow Women's Studies faculty members I co-chaired a conference on 'Cross-sex Communication Patterns' at IU Southeast March 18, 1989. I was program coordinator for Women's Studies from July, 1994 to June, 1996. I was elected to the Women's Studies Advisory Committee Fall, 1996 and became co-chair of this committee Fall, 1997. With these efforts, I along with my fellow faculty members of Women's Studies have strengthened and increased the visibility, both on and off campus, of the Women's Studies Program.

The second step developed with a need to provide students in my courses with information about the impact of culture on our development. During 1993, I participated in a semester long workshop on diversity and I received a Fulbright-Hays Group Projects Abroad award to study in South Africa, Zimbabwe, and Malawi for five weeks. During the summer of 1997 I spent two weeks in Peru living with a family outside of Lima. These experiences have allowed me to expose students within my classes to patterns of development that are different due to cultural differences. I have also made presentations to groups on and off campus about these different cultures.

These service, research, and teaching activities provided me with an education on diversity issues and sensitized me to the continued needs in this area. A logical next step was my acceptance of the position of Campus Affirmative Action Officer. (Wille).

The experience gained in this project has greatly enhanced my critical writing, particularly in the fields of public and civic art. Further, this experience has also directly fed my commitment to working within my own profession, particularly in the Mid-America College Art Association, to engender within the profession a greater sense of outreach and dialog with the public. And, these experiences have had considerable influence on my own creative work as a painter. Over the years I have been involved in community-based art projects, my own paintings have increasingly revolved around images of monumental scale that are tangible and representational, albeit somewhat surrealistic, and addressing allegorical themes of the individual in relation to a larger, societal realm. This is in obvious contrast to the abstract direction I had pursued in previous work. This personal evolution, I believe, mirrors the concerns I have addressed in my professional service projects.

Furthermore, the content of my teaching has similarly evolved away from a more 'formalist' approach intended to inculcate abstract visual values and traditional theory, and toward an open-ended dialog in which students are required to consider their art work and ideas through multiple personal, philosophical, and social (as well as formal) perspectives. This may be seen particularly in the changing course content of the required capstone course I teach each spring, a seminar-style course well-suited to such issues, and in my development of a first-year 'sketchbook' seminar which departs dramatically from more traditional approaches to first-year or 'foundation' courses, which generally are devoted to purely visual and/or technical instruction. (Mannheimer)

B. SERVICE THAT CONTRIBUTES TO THE LEARNING ENVIRONMENTS FOR STUDENTS AND FACULTY MEMBERS

One of my major interests has been to promote the honors introductory writing sequence, English W140 (Elementary Composition-Honors) and W150 (Research in the Disciplines). Until 1995, few students placed into honors; I initiated changes in the scoring procedures so that regular raters no longer make honors placements. They refer strong tests to me and faculty who have experience teaching the honors courses make the placement decisions. I write a letter to each student who places into honors, advising them of the portfolio they may submit and encouraging them to register for the honors course. The changed scoring practices and personal contacts have had the effect of increasing enrollment in both honors courses. (Harrington)

I have assisted in developing new approaches to grading in introductory writing courses. The portfolio system in use until Spring 1998 withheld grades until a single final portfolio in each course, and attendance policies permitted semester grades to be lowered for more than a week's absence. Students complained about the deferral of grades and the Writing Coordinating Committee observed a punitive streak in some teachers' use of severe attendance penalties. I coordinated the committee's reflection on these matters and drafted new grading guidelines that introduced midterm portfolios in W131, Elementary Composition, and W132, Elementary Composition II. Both midterm and final portfolios must now include evidence of collaborative learning activities as well as revised writing, and an attendance policy is no longer in force. The revised portfolio guidelines bring assessment in line with program theory (collaboration is now prized both in practice and in portfolio), and class attendance is encouraged for curricular reasons (to promote collaboration) rather than for purely punitive reasons (to avoid a lowered grade). (Harrington)

Because of my role as Director of International Programs, there has been an increase in international students on campus. The main reason — beyond the financial one — of having international students on campus is that their presence helps create a multicultural environment and international awareness. One chief justification for bringing in international students is that they offer our students an opportunity to experience firsthand other worlds and other perspectives. (Robinson)

APPENDIX B

W O R K S H O P A C T I V I T I E S

Discussions about service, its role in the academy, and changes needed to support service can take place in many ways. These discussions about service, including the scholarship of service, have implications for many aspects of the academy, including campus mission, budget allocations, promotion and tenure, annual review, infrastructure support, program review, and institutional evaluation. Serious and critical discourse about the role of service must occur over an extended period of time, in many different venues (e.g., faculty development, new faculty orientation), and at different levels of the organization (e.g., school, faculty governance, department, administrative staff, senior leadership). Conducting workshops that target particular constituencies and topics can be a useful means through which a campus engages individuals in thoughtful discussion. The following activities are offered as suggestions for activities that might be included as part of a workshop agenda. The first set of activities is focused on the nature of service, whereas the second set contains activities that deal with documenting service activities.

WORKSHOP ACTIVITIES ON NATURE OF SERVICE

DEFINITIONS

Any definition of service provides a basis for discussing the ways in which professional service differs from teaching, research, and personal service. Participants can be asked to develop a definition in pairs or small groups and then compare the elements of those definitions. The definition provided in this document can be used as a starting point for a discussion. It can also be compared to other definitions of service by Lynton (1995) and Farmer and Schomberg (1993), the definition of outreach by Michigan State University (1996), and the definition of engagement by Boyer (1996). This discussion can provide an opportunity to examine the following issues:

- *Nature of the activity:* Is service the application of knowledge or something else (e.g., discovery, communication, and integration)? Is it defined as being any activity by faculty that is not teaching and research?
- *Knowledge base:* What knowledge bases do faculty members bring to service activities? Lynton (1995) contends that one's discipline is the only legitimate knowledge basis for service. The definition in this document identifies three knowledge bases: discipline, profession as educator, and institution.
- *Targets:* Who are the recipients of service? Michigan State University's *Points of Distinction* (1996) document says outreach, which is narrower than service, must benefit external constituencies. The definition in this document identifies four significant targets: students, institution, discipline or profession, community.
- *Pro bono:* Is service always uncompensated faculty work? What distinguishes between service and entrepreneurial business activities? What is the relationship between compensation and service: positive (money is an index of value), negative

(pro bono is valued more than are paid activities), or independent (evaluation is based on other criteria and compensation is irrelevant)?

- *Citizenship vs. scholarship*: Citizenship activities (see Boyer, 1990; Glassick, Huber, & Maeroff, 1997) refer to those activities that are necessary for the maintenance of an organization (e.g., university, disciplinary association). The scholarship of service can be viewed as a separate category. What are the differences between service as scholarship, and citizenship, administrative activities, and clerical activities? How should review and rewards be structured for these different types of activities (e.g., Should committee membership be listed on an annual review?)?
- *Time on task*: What is the relationship between quality and effort? Some faculty work very hard at service, but should they be rewarded only for level of effort as represented by time on task? A contrasting view is that as faculty members become more competent and experienced, they need less time to do tasks (they are more efficient), which is usually reflected in the capacity to do more tasks. Therefore, should time on task (e.g., number of hours) be ignored?
- *Use of university resources*: What prerogatives does the faculty member have to use university resources to support service activities, including those service activities that may not be assigned or endorsed by the administration? What responsibilities does the university have to support service activities, including those that may not be assigned or endorsed by the administration?

CONTEXT OF SERVICE

Faculty members need to explore and understand the implications of context in order to understand how the nature of service varies across a campus. For a workshop on defining, documenting, and evaluating service that includes representatives from different academic units, the following activity allows participants to sample some of the presumptions that exist on a campus about service.

Participants respond to the following prompts by writing individual responses:

- What is the role of service in your academic unit or school?
- What is expected?
- How much is it valued?
- How is it rewarded?
- How is it documented beyond listing service activities?

Participants can then be paired (preferably with someone from a different academic unit) to discuss the similarities and differences. Issues raised from these discussions can be shared as a group. Then, the implications of these views for analysis of evidence and documentation can be discussed.

UNIT AND CAMPUS VIEWS OF SERVICE

Prior to a workshop on defining, documenting, and evaluating service, or in between workshops, participants are asked to interview individuals about key issues they see in defining, documenting, or evaluating service. Categories of persons can be suggested, such as two junior faculty members, two senior faculty members, two chairs, and two members of a promotion and tenure committee. A discussion in the workshop of these different views will illustrate the diversity of views and the need to consider them when preparing documentation.

DISCIPLINARY CONTEXT OF SERVICE

Prior to a workshop on defining, documenting, and evaluating service, or in between workshops, participants are asked to locate in their own disciplinary literature at least one article, policy statement, or other document on service that they can bring to the meeting for distribution. Because documentation of faculty work needs to reflect its disciplinary roots and culture, this activity acquaints participants with some of that context. If there are participants from different disciplines, the results will also illustrate that some disciplines have statements, that a variety of views exists across disciplines, and that there are common issues and dimensions in these statements. This activity can also contribute important perspectives to a discussion on the definition of service.

THE STATUS OF SERVICE

A good means for learning about different perspectives on service on a campus is to use a “stand and declare” exercise. The four corners of the room can be labeled “Strongly agree,” “Agree,” “Disagree,” and “Strongly disagree.” Workshop participants are asked to go to the corner of the room that best represents their support for the following statement, “At our institution, there is no way service will have parity with teaching and research.” Alternatively, it could be phrased “At our institution, service should have parity with teaching and research.” Participants are asked, while they are standing, to express the basis for their position. They are also told that if their view on the issue changes, they can move to the more appropriate corner.

CRITICALLY EXAMINING THE SCHOLARSHIP OF SERVICE

Boyer’s (1990) *Scholarship Reconsidered* helped the academy consider a view of scholarship that is broader than traditional research. If scholarly work can be done in teaching, research, and service, then what are the defining attributes, the necessary and sufficient conditions, for the work to be considered scholarship? The following prompts can be given to a group, or individuals can write responses that are then shared with the group:

- What is scholarship?
- What are the necessary and sufficient conditions for distinguishing scholarship from other forms of faculty work?

The elements can be listed and discussed. Then, the group (or individuals) can entertain the degree to which the components of scholarship identified can apply to teaching, research, and service. This can lead to a discussion of the similarities in scholarship across the three areas and the differences that might necessitate additional components to document service (e.g., more emphasis on process, broader set of stakeholders, types of communication different from or in addition to professional peer-reviewed publications) and different criteria to evaluate the service as scholarship.

WORKSHOP ACTIVITIES ON DOCUMENTATION OF SERVICE

The process of documenting any professional work, including service, entails:

- Identifying of individual strengths and what claims can be supported
- Collecting of evidence that is relevant to those strengths
- Analyzing evidence
- Presenting evidence

Each of these domains provides points of discussion and elaboration that can occur during a workshop devoted to documentation.

IDENTIFYING STRENGTHS AND QUALITY OF EVIDENCE

It is useful for participants to give and receive feedback about the types of evidence that support a persuasive case. This activity uses dialogue writing to obtain feedback from other participants.

On the left side of a piece of paper, participants describe one of their professional strengths (e.g., as a faculty member, as a teacher, as a chair of a committee, as a professional doing service in the community). Under the strength, they write a statement that details why they think that this is an accurate assertion (i.e., What evidence exists that would convince an outsider of that conclusion?). The paper is passed to another participant, who writes comments on the right side of the paper about the claim or the evidence, and provides suggestions for strengthening the claim (e.g., “What about this . . . ; “Have you thought about . . .”). The paper can also be passed to a second participant, who can read the left-hand statement, the first response, and offer additional responses or comments. The papers are then passed back to the author for review. Discussion can focus on general issues such as:

- Types of claims that are warranted
- The distinction between assertion and evidence
- The quality of evidence that is offered to support the claim
- Suggestions for obtaining additional evidence

SOURCES OF EVIDENCE

Evidence to support a claim about a service project can come from many different sources:

- Recipients (e.g., students, professional organization, community)
- Faculty peers
- Administrators
- Self (e.g., reflection, archival materials, testimonial letters)
- Recognitions and awards

It should be stressed that more information may be collected than is used. Furthermore, distillation of evidence through analysis is an extremely important task prior to documentation.

The following exercise helps participants collect, evaluate, and organize evidence. Participants collect three documents/artifacts that can be used to document a strength or claim about a service activity. To each document/artifact, they attach a 3 x 5 card or sheet of paper on which they identify:

- The strength that is being documented
- The claim being made based on the document/artifact
- The way in which the document/artifact provides evidence for one or more criteria of quality

These documents can be passed on to other participants for review and comment, either privately or in the group. This exercise is useful for critically reflecting on how persuasive evidence may be for a claim that is presented in a dossier.

ANALYSIS

Selecting appropriate evidence and building a coherent presentation that is persuasive to a group of diverse judges is essential. Activities that contribute to analysis include:

- Prioritization
- Selection
- Organization (possibly guided by a set of criteria)
- Annotation
- Contextual information (e.g., job description, committee's charge)
- Peer review
- Synthesis

Each of these steps can be used during a workshop to establish how massive amounts of evidence can be represented in a dossier.

EVIDENCE AND CRITERIA

Criteria that are used by administrators for review, if they are known, are important to preparing documentation. In the absence of any formal criteria being adopted for review, a set of criteria identified by the faculty member can provide a frame within which the documentation is prepared. Although the reviewers do not necessarily have the criteria, using the criteria to prepare the dossier can assist reviewers in reaching conclusions about the salient attributes of the professional work.

This exercise is appropriate when participants are actively preparing dossiers on service because it matches information to elements of a set of criteria and shows them how to develop

the strengths of their case. After they have collected evidence relevant to their case and have listed it in a table of contents, they do the following tasks:

- For one set of criteria (e.g., this document, Lynton, Michigan State University, or Glassick, Huber, & Maeroff- see Appendix C), list evidence next to components of the criteria
- Repeat the exercise for another set of criteria

This activity provides an opportunity for organizing evidence. It also shows gaps in the evidence that has been accumulated (e.g., lack of evidence on outcomes) and suggests where additional evidence may be needed. In addition, it allows participants to evaluate which set of criteria will be best suited for organizing and representing their work.

Each set of criteria has its strengths, and one may be most useful to a particular type of work. Each set of criteria can be used by participants prior to collecting evidence, when preparing documentation, or for reviewing past dossiers.

- Glassick, Huber, and Maeroff's (1997) criteria for the evaluation of scholarship are useful for organizing and synthesizing evidence for presentation. The criteria are intended to apply to all forms of scholarship and can provide a means for guiding analysis of strengths.
- The Michigan State University (*Points of Distinction*, 1996) criteria are designed to evaluate outreach and provide a rich source of ideas for stimulating additional ways in which faculty can view community service as scholarship and for suggesting additional sources of evidence.
- Lynton's (1995) criteria were designed for service. They are well suited for organizing and evaluating service projects. They may be better suited for presentation of a project than organizing a corpus of work.
- The criteria in this document were written to evaluate all types of service, but can also be applied to teaching and research.

PRESENTATION OF A CASE

A useful activity is for participants to review past dossiers and identify their strengths and weaknesses as presentations of the case. It is best if the sample case is evaluated with a set of criteria. Different participants can be given different criteria. Participants can read and rate the case prior to the workshop. At the workshop, the case, including its assertions and evidence, can be discussed. The discussion also provides an opportunity to work with a set of criteria. It should become evident in this discussion that the purpose of the documentation and the nature of the audience are critical to effective and persuasive presentation.

APPENDIX C

ALTERNATIVE CRITERIA FOR EVALUATION

CRITERIA FROM

**GLASSICK, C. E., HUBER, M. T., & MAEROFF, G. I. (1997).
SCHOLARSHIP ASSESSED: EVALUATION OF THE PROFESSORiate.
SAN FRANCISCO: JOSSEY-BASS.**

1. CLEAR GOALS

- Does the scholar state the basic purposes of the work clearly?
- Does the scholar define objectives that are realistic and achievable?
- Does the scholar identify important questions in the field?

2. ADEQUATE PREPARATION

- Does the scholar show an understanding of existing scholarship in the field?
- Does the scholar bring the necessary skills to the work?
- Does the scholar bring together the resources necessary to move the project forward?

3. APPROPRIATE METHODS

- Does the scholar use methods appropriate to the goals?
- Does the scholar apply effectively the methods selected?
- Does the scholar modify procedures in response to changing circumstances?

4. SIGNIFICANT RESULTS

- Does the scholar achieve the goals?
- Does the scholar's work add consequentially to the field?
- Does the scholar's work open additional areas for further exploration?

5. EFFECTIVE PRESENTATION

- Does the scholar use a suitable style and effective organization to present the work?
- Does the scholar use appropriate forums for communicating work to the intended audiences?
- Does the scholar present messages with clarity and integrity?

6. REFLECTIVE CRITIQUE

- Does the scholar critically evaluate the work?
- Does the scholar bring an appropriate breadth of evidence to the critique?
- Does the scholar use evaluation to improve the quality of future work?

CRITERIA FROM

LYNTON, E. A. (1995). *MAKING THE CASE FOR PROFESSIONAL SERVICE*. WASHINGTON, DC: AMERICAN ASSOCIATION FOR HIGHER EDUCATION.

STEP 1: DIAGNOSIS

Describe and explain how you prepared for the project, the steps you took to understand the context and principal characteristics of the situation, the theoretical and methodological principles you used to define the issues, and the ways in which you found the current situation to be significantly different from similar cases encountered in your own prior experience or in the literature.

Work Samples and Other Material: What work samples and other materials would you provide as part of the documentation for this step?

STEP 2: DESIGN

Describe and explain what conclusions you drew from the diagnosis on the basis of your expertise. What is the nature of the problem? Attainable goals? The optimal methods to reach them? What options were available and what was the basis of your choices(s)? How was your client involved in this process?

Work Samples and Other Material: What work samples and other materials would you provide as part of the documentation for this step?

STEP 3: DELIVERY

Describe and explain how you monitored and reflected on the progress of the project, what unexpected developments occurred and how you responded, and what measures you applied to assess the eventual outcomes of the project. What role did the client play in this process?

Work Samples and Other Material: What work samples and other materials would you provide as part of the documentation for this step?

STEP 4: OUTCOMES

Describe and explain the outcomes of this project in terms of the following:

- Meeting the goals you identified under “design”
- Enhancing the client’s understanding and capacity for dealing with similar situations in the future
- What you learned that enhances your capacity for undertaking similar projects in the future, and that contributes to the principles and/or methodology of your discipline or profession
- How it contributed to the mission of your institution, and to your department, school college, or other unit
- How the project influenced the current and future research activities of your self and/or your colleagues

- How the project influenced your teaching
- How the project benefited participating students

Work Samples and Other Material: What “products” would you provide as part of the documentation of these outcomes?

STEP 5A: EVALUATION—EXTERNAL

What categories of individuals should be asked for an evaluation of your work? What questions should be asked in each case, and what information solicited?

Sharing and Dissemination: Subsequent to the project, what steps did you take to share its outcomes with colleagues? Do you have any evidence regarding the impact of this dissemination?

STEP 5B: EVALUATION—INTERNAL

There is no unique way of documenting a case, and there is no unique set of criteria to apply to its assessment. Each campus and each unit within it needs to articulate standards of excellence in its own language, based on its own history, mission, and circumstances. The following set of measures is suggested as an example rather than as a definitive statement:

- The thoroughness of preparation and depth of the expertise manifested throughout the project
- The appropriateness of the chosen goals and methods
- The extent and effectiveness of communication and collaboration with the client throughout the project
- The quality of the reflection process and its outcomes
- The impact of the project on the client, the individual, the mission of the institution and unit, and the discipline or profession
- The degree of originality and innovation manifested throughout the project

**CRITERIA FROM
*POINTS OF DISTINCTION: A GUIDEBOOK FOR PLANNING AND
EVALUATING QUALITY OUTREACH (1996)*. EAST LANSING, MI:
COMMUNITY OUTREACH OFFICE.**

1. SIGNIFICANCE

- Importance of issue/opportunity to be addressed
- Goals/objectives of consequence

2. CONTEXT

- Consistency with university/unit values and stakeholder interests
- Appropriateness of expertise
- Degree of collaboration
- Appropriateness of methodological approach
- Sufficiency and creative use of resources

3. SCHOLARSHIP

- Knowledge resources
- Knowledge application
- Knowledge generation
- Knowledge utilization

4. IMPACT

- Impact on issues, institutions, and individuals
- Sustainability and capacity building
- University-community relations
- Benefit to the university