

**SUMMIT 2018**

**TRANSFORMING THE CULTURE OF FACULTY  
SERVICE → ENGAGEMENT**

**NOVEMBER 6 – 8, 2018**

*#servicesummit2018*



**LEHIGH**  
UNIVERSITY

- Why convene such a summit?
- How to organize such a summit?
- What happened because of the summit?

## Why Convene Such a Summit?

- Lehigh was a 2010 ADVANCE IT awardee, and made improvements in transparency of expectations for tenure and promotion to full, hiring expectations, community of STEM women, etc.
- Structural transitions elevating visibility of D&I&E Work → Vice President for Equity & Community
- When discussing what next, what was not yet a focus, we considered the data nationally and locally about perceptions and realities of service:
  - diversity work or mentoring under represented students
  - Who & what is valued as engaged scholar doing outreach or inreach, etc.
  - Committees, service to discipline, etc.
  - Lehigh TT faculty effort 20% service- but perceptions it didn't count
- A gathering focusing on service may drive change on our campus and others to right time the value proposition of service in our institutions.

- **How to organize such a summit?**
  - Recognize the layers of policy and practice implications
  - Provost buy in → encouraged combination internal and external stakeholders across all disciplines
  - Stakeholder buy in → would such an event be valuable? novel?
  - Develop a presence to scope the summit at the ADVANCE PI Workshop
    - Co-developed poster with Dr. O'Meara → research and emerging strategies
    - Collect feedback of attendees
  - Take feedback to Provost and ADVANCE team
  - Conversations with leaders
  - Op-Ed piece in inside higher ed
  - Budget/scale
  - Build internal & external planning-advising team
  - Event planning & internal planning support-for example:
    - Lists to invite (speakers, attendees)
    - Website, Online registration
    - Location, Catering, Photography
    - Campus Police, Parking, Transportation
    - Printing, Graphics design

# Key Questions to Scope the Summit Collaboratively

- Value of Faculty Service? (How does Service contribute to Inclusive Excellence?)
- Barriers to changing inequitable workloads?
- Recommended speakers and topics?
- What format & structure are Ideal?
- What would be meaningful summit deliverables?
- Who should attend the summit (role/specific person)?

**Transforming the Culture of Academic Service: Learn, Collaborate and Scope a Summit**  
 Marci Levine, Lehigh University; KerryAnn O'Meara, University of Maryland

**Abstract**  
 ...labor that can be difficult to define and quantify. As such it is easily transparent, rewarded, or ignored... Research that connects to departmental... service without credit or reward... in this paper, we share the latest research about faculty service, especially in light of different institutional types and consider changes of promoting equity, visibility, and value for service... especially transformational service that moves beyond changing the culture to enforce equity, support initiatives and then engage in a modified world... able to send a future summit on these topics and create action in academic contexts relevant to transforming faculty service.

**Strategies to Measure and Reward Faculty Service**

| Strategies to Measure and Reward Faculty Service                   | Typically, criteria and expectations set by Rules & Procedures of the Faculty and are intentionally vague at the institution-level.   |
|--|---|
| <b>Evaluation &amp; Reward Considerations</b>                      | How is this interpreted, implemented by College, Department, Joint Appointments? (Examples of Lehigh's R&P of the Faculty)  |
| <input type="checkbox"/> Extent of Involvement                     |   |
| <input type="checkbox"/> Quality of Involvement                    |   |
| <input type="checkbox"/> Evaluation of Work                        |   |
| <input type="checkbox"/> Recognition of Work                       |   |
| <input type="checkbox"/> Gender & Race Inequity                    |   |
| <b>Things to Review, Improve, Implement</b>                        | <b>2.2.3.3 Criteria to be applied</b><br>Evidence in teaching, research and scholarship, and service are the criteria for management, tenure and promotion. These criteria will be applied for the appointment, college committee, dean, provost, president, and board of trustees... |
| <input type="checkbox"/> Mentoring Around Service Issues           |   |
| <input type="checkbox"/> Tenure & Promotion Policies               |   |
| <input type="checkbox"/> Department Addenda                        |   |
| <input type="checkbox"/> MOU-Joint Appointments                    |   |
| <input type="checkbox"/> Service Sabbaticals                       |   |
| <input type="checkbox"/> Dashboards of Service Commitments         |   |
| <input type="checkbox"/> Department Organizational Strategies      |   |
| <input type="checkbox"/> Service Awards                            |   |
| <input type="checkbox"/> Service vs. Paid Administrative vs. Staff |   |

**2.2.3.3 Measurement of Understanding**  
 All faculty members whose appointments include formal responsibilities in more than one unit will have an MOU. The purpose of an MOU is to specify (1) the faculty members' fields of research and scholarship, (2) expectations regarding teaching and service contributions in the units with which the individual is affiliated, and (3) using rights and responsibilities in those units.

**Research on Faculty Service and Workloads in STEM**

**Unequal Distribution of Faculty Work**

- Women spend more time on teaching
- Women spend more time on service activities, less time on research
- URMs report more mentoring; diversity related work

**SOURCES:**

- Faculty Surveys (Bosman & Gagliardi, 2011; Hultquist et al., 2012; Liu et al., 2008; Mitchell-Kemlin, 2013; Umbach, 2006; Winslow, 2010; Guarino & Bentley, 2015)
- Faculty Activity Reports (O'Meara, Krawiec & Neume, 2017)
- Interviews & Focus Groups (Acker & Arnsperg, 2004; Meara et al., 2011; O'Meara, 2008)
- Time Diary Studies (O'Meara et al., 2017)

**Seemingly Small Gender Differences**

- Women faculty report, on average, 0.16 more hours per week on service activities than men (Guarino & Bentley, 2015)
- Men reported 16.13 hours per week on research (O'Meara et al., 2017)
- Women spent 25% of time on research (Misa et al., 2011)
- Women spent about 3% less time on research (Carrigan, Quinn & ...)

**EXPECTED FACULTY WORKLOAD DISTRIBUTION**

**Below to Scope a National Summit on Transforming Value of Academic Service- Target Date: Fall 2018; Location: Bethlehem**

| Value of Academic Service? How does Service contribute to Inclusive Excellence? | Barriers to Changing Inequitable Workloads | Recommended Speakers & Topics | What Format & Structure are Ideal? | Meaningful Summit Deliverables: Strategies learned by participants, dissemination paths, etc. | Who Should Attend (Role/Individual)? Add your name and suggest who to invite. |
|---|--|-------------------------------|------------------------------------|---|---|
|   |  |                               |                                    |   |   |

# Transforming the Culture of Academic Service: Learn, Collaborate and Scope a Summit

Marci Levine, Lehigh University; KerryAnn O'Meara, University of Maryland

## Abstract

Service in the academy, both formal and informal, is labor that can be difficult to define and quantify. In such a context, engagement, reward, or recognition opportunities tend to be uneven. Research shows women and under-represented minorities conduct a disproportionate amount of service without credit or reward. In this poster, we share the latest research about faculty service, especially in STEM, share methods of defining and quantifying service at different institutions, types, and consider strategies of promoting equity, visibility, and value for service, especially under-represented service. Highlighting leading, considering what we know about changing the culture to enhance equity, under-represented will then engage in a modified world. Life is used a future oriented on these issues to more broadly disseminate the knowledge and create action in academic contexts related to transforming faculty service.

## Strategies to Measure and Reward Faculty Service

| Define Service Activities  | Evaluation & Reward Considerations   | Typical, criteria and expectations set by Rules & Procedures of the faculty and are intentionally vague at the institution level.<br>How is this interpreted, implemented by College, Department, Joint Appointments?<br>(Excerpts of Lehigh's RBP of the faculty)   |
|--|--|--|
| <input type="checkbox"/> Editorships/Reviewing Activities<br><input type="checkbox"/> Campus Service<br><input type="checkbox"/> University<br><input type="checkbox"/> College<br><input type="checkbox"/> Department<br><input type="checkbox"/> Professional Service & Committees<br><input type="checkbox"/> Contributions to Institutional Initiatives including diversity, inclusion, equity<br><input type="checkbox"/> External Service & Consulting<br><input type="checkbox"/> Non-Research Presentations<br><input type="checkbox"/> Media Contributions<br><input type="checkbox"/> Mentoring & Advising (often counts as teaching)<br><input type="checkbox"/> Community Service & Advocacy<br><input type="checkbox"/> Other Service | <input type="checkbox"/> Extent of Involvement<br><input type="checkbox"/> Quality of Involvement<br><input type="checkbox"/> Evaluation of Work<br><input type="checkbox"/> Recognition of Work<br><input type="checkbox"/> Gender & Race Inequality<br><br><input type="checkbox"/> Things to Review, Improve, Implement<br><input type="checkbox"/> Mentoring Around Service Issues<br><input type="checkbox"/> Tenure & Promotion Policies<br><input type="checkbox"/> Department Addenda<br><input type="checkbox"/> MDU Joint Appointments<br><input type="checkbox"/> Service Sabbaticals<br><input type="checkbox"/> Dashboards of Service Commitments<br><input type="checkbox"/> Department Organizational Strategies<br><input type="checkbox"/> Service Awards<br><input type="checkbox"/> Service vs. Paid Administrative vs. Staff | <p>2.3.3.3 Criteria to be applied<br/>         Excellence in teaching, research and scholarship and service are the criteria for consideration, tenure and promotion. These criteria will be evaluated by the department, college committees, dean, provost, president, and board of trustees.</p> <p>2.3.3.4 Measurement of Understanding<br/>         All faculty members whose appointments involve formal responsibilities in areas that are not well defined in the RBP. The purpose of an MDU is to specify (1) the faculty member's level of research and scholarship, (2) expectations regarding teaching and service contributions in the area with which the individual is affiliated, and (3) setting rights and responsibilities in those areas.</p> |

## Research on Faculty Service and Workloads in STEM

### Unequal Distribution of Faculty Work

- Women spend more time on teaching
- Women spend more time on service activities, less time on research
- URMs report more mentoring; diversity related work



#### Sources:

- Faculty Surveys (Bosman & Gaughan, 2011; Narkala et al., 2013; Liu et al., 2008; Wilson-Buch, 2010; Linkach, 2006; Whitlow, 2009)
- Faculty Activity Reports (Whitlow, Bosman & Spivak, 2017; Bosman & Borden, 2017)
- Interviews & Focus Groups (Liu & Narkala, 2009; Wilson et al., 2011; Wilson, 2014)
- Time Diary Studies (Jr Wilson et al., 2013)

### Seemingly Small Gender Differences....

- Women faculty report, on average, 0.6 hours more per week on service activities than men; 1.4 more service activities per year (Guarino & Borden, 2017)
- Men reported 16.13 hours per week on research; women 10.21 (O'Meara et al., 2017)
- Women spent 25% of time on research, men 37% on research (Mitra et al., 2011)
- Women spent about 3% less time on research and 5% more time on teaching, in a 42 hour work week, this is about 1.25 less hours on research and about 2 hours more on teaching (Cartigan, Quinn & Riskin, 2011)



## Collaborate Below to Scope a National Summit on Transforming Value of Academic Service- Target Date: Fall 2018; Location: Bethlehem, PA

| Value of Faculty Service? How does Service Contribute to Inclusive Excellence?   | Barriers to Changing Inequitable Workloads   | Recommended Speakers & Topics   | What Format & Structure are Ideal?   | Meaningful Summit Deliverables: Strategies learned by participants, dissemination paths, etc.   | Who Should Attend (Role/Individual)? Add your name and contact info; Suggest who to invite.   |
|--|--|---|--|---|---|
| <p>What is Value of Service/What SHOULD BE ITS VALUE?</p> <ul style="list-style-type: none"> <li>• Recruitment &amp; retention &amp; advertisement of the university</li> <li>• Community engagement in your leadership</li> <li>• Provides opportunity to have broader impact in institution and discipline</li> <li>• Some service is leadership</li> <li>• Strengthens student success</li> </ul> <p>How to Value more?</p> <ul style="list-style-type: none"> <li>• Provide higher weight to service since identified as important</li> <li>• In defining service activities, further break University college &amp; dept into subunits by effort:             <ul style="list-style-type: none"> <li>• Committees that meet once a month for an hour</li> <li>• Committees that meet 2-3x/mo</li> <li>• PTE &amp; is harder than awards, for example</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Uneven contributions of committee members, usually everyone gets same credit, - currently, no one says who doesn't do enough             <ul style="list-style-type: none"> <li>• a solution could be 360 role review of contributions of committee members</li> </ul> </li> <li>• Only one path to full professor</li> <li>• Tokenism on committees (need to have at least 1 x or y)</li> <li>• Unwritten rules</li> <li>• Culture valuing one type of knowledge generation</li> <li>• Not recognizing the leadership and excellence inherent in 'excellent' service</li> <li>• Needs of students/Wants of students</li> <li>• Many posters @ conference report unequal service by identity</li> <li>• Does interdisciplinary/joint appointments clarify service?</li> </ul> | <ul style="list-style-type: none"> <li>• State of knowledge of service/faculty work-loads- feature the content experts</li> <li>• Higher ed leaders who strive for equitable workplaces and have ideas</li> <li>• Strategies to survive/thrive the current system</li> <li>• Expose the unwritten rules</li> <li>• If we value it, reward it</li> <li>• Strategies to change the system             <ul style="list-style-type: none"> <li>• Effort reallocation that is honored</li> <li>• Chair assign vs volunteer the role across the department</li> </ul> </li> <li>• Faculty Workload Plans</li> <li>• Differential credit for different service</li> <li>• Differential credit by rank</li> <li>• Misnomer to call service- it is leadership and governance rename/reframe</li> </ul> | <ul style="list-style-type: none"> <li>• Preconference with 2-3 person teams from subset of institutions attend and create something tangible for the group on the full day</li> <li>• Keynote</li> <li>• Must include data/state of the inequities and consequences therein (to individual faculty members, members of groups, students, and institution/higher ed)</li> <li>• Could have hi-5 speed talks on primary research and/or posters</li> <li>• Panel of scholars AWIS could facilitate</li> <li>• Table work based on topics             <ul style="list-style-type: none"> <li>• Producing recommendations</li> <li>• Individual actions</li> <li>• Draft policies/proposals</li> </ul> </li> <li>• Most of one full day + 2-3 hours of pre-day</li> </ul> | <ul style="list-style-type: none"> <li>• Summit summary published in multiple outlets in parallel outlining recommendations</li> <li>• AWIS webinar and feature in their magazine</li> <li>• Attendees leave knowing how to track service contributions and weigh them in meaningful ways that don't perpetuate inequities</li> <li>• Options that include relevance for MSIs, R1, small private, etc.</li> <li>• Roadshow the findings at key professional societies             <ul style="list-style-type: none"> <li>• ASEE, CCAS, come to mind, WEPAN, NSF, etc- others</li> <li>• Commitment to revisit again in 18 months</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Provosts</li> <li>• Chairs</li> <li>• Academic deans</li> <li>• AWIS- collaborator/co-organizer</li> <li>• Other professional organizations (same issues exist in humanities? Gain a society to support)</li> <li>• Annette Kluck, Auburn- Assistant Provost for Women's Initiatives</li> <li>• Mary Lou de Leon Siano UC Davis CAMPOS Director</li> <li>• Sue Rosser, IT Catalyst award UC system</li> <li>• Jodie O'Brian, Seattle University</li> <li>• Maria McMATH NSF ADANCE at Adams State University</li> <li>• Arelis Moore de Peralta, Clemson</li> <li>• Maeve McCarthy Murray state</li> <li>• Martha Kurtz @ cwu.edu</li> <li>• KerryAnn O'Meara</li> <li>• Joya Misra</li> </ul> |
| <p><b>Consensus</b>→ Critical to the institution, students and the discipline, opportunity generator; showed ways to assign/measure value</p>  | <p>Not often valued for the type of work and who does it; Fixed mindset on knowledge generation Strengthen individual career trajectory flexibility<br/>         People with power/privilege get to continue to do so with current typical patterns of service assignment and engagement.</p>  | <p>State of research, what is changeable Methods of assigning value (what do they codify)?<br/>         What is rewarded?<br/>         Proposals to systemically revolve, reframe, otherwise make transparent &amp; equitable the service load</p>  | <p>Creative use of preconference concept Research must be featured= data Non-judgmental brainstorming facilitation at tables</p>   | <p>Visible, multidisciplinary, inclusive Institutional contexts, more than one-time conversation, take nation-wide, develop society partners</p>  | <p>Combination of academic thought leaders/powerful culture change agents, academic policy implementers, primary subject matter scholars</p>  |

# Other key goals of summit

- Highly interactive & collaborative among attendees
- National reach, not only regional → Big Keynote Name
- Diverse institution types
- Makers of institutional and disciplinary norms
- Represent different spaces where service/engagement happen (societies, agencies, community partners)
- # of people: 50? 100? 200?
- 1.5 days

# PARTNERS

WE ARE GRATEFUL FOR THE PARTNERSHIP AND INVOLVEMENT OF THE FOLLOWING ORGANIZATIONS AND INDIVIDUALS IN PLANNING AND HOSTING THE SUMMIT.



Dr. Barbara Altmann, President, Franklin & Marshall  
Dr. Paula Krebs, Executive Director, Modern Language Association  
Dr. Beth Mitchneck, Vice Provost for Faculty Success, University of Massachusetts, Lowell  
Dr. Darryl Williams, Senior Vice President of Science Education, Franklin Institute

## MEMBERS OF LEHIGH UNIVERSITY SUMMIT PLANNING TEAM

Dr. Marci Levine, Director, ADVANCE Center, Co-Chair Summit Planning Team  
Dr. Henry Odi, Deputy Vice President for Equity & Community; Associate Provost for Academic Diversity, Co-Chair Summit Planning Team

Dr. Helen Columba-Piervallo  
Dr. Arpana Inman  
Dr. Kristen Jellison  
Dr. Rita M. Jones

Dr. Christopher Liang  
Dr. Douglas Mahony  
Dr. Khanjan Mehta  
Dr. Monica Miller

Dr. Corinne Post  
Dr. Svetlana Tatic-Lucic  
Dr. Vassie C. Ware  
Dr. George White

## SPECIAL THANK YOU

Ms. Terri Ball-Nichols  
Ms. Lydia Benjamin  
Ms. Lori Friedman

Ms. Linda Harbrecht  
Mr. Tim Hyland  
Mrs. Christine Lake

Ms. Lindsay Lebresco  
Mrs. Tess Pyne  
Mr. Ira Rubien



# Lock in the Keynote:



## **The Meaning and Value of Faculty Service and Engagement in Higher Education**

**Dr. Freeman A. Hrabowski, III**  
*President, University of Maryland,  
Baltimore County*

# Plan, Iterate, Plan, Iterate

Keep bringing versions of summit agendas to internal and external stakeholders and determine day-of support

Conversations with Speakers, moderators

Ex: Provost Farrell  $\leftrightarrow$  Dr. Hrabowski

# W E L C O M E

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“ Welcome to Lehigh University, where we educate future generations of leaders, create new knowledge, and serve as an agent of powerful, positive change. We are pleased to have you join this Summit with other academic decision makers and thought leaders from across the country to explore the meaning and value of faculty service and co-create tools for (re)aligning systems of faculty service. ”

**JOHN D. SIMON, PH.D.**  
**PRESIDENT, LEHIGH UNIVERSITY**

# G O A L S

- Develop definition(s) of faculty service and engagement
- Support leaders across higher education in exploring their motivation to understand the value proposition of service as relates to their institutional practices and contexts
- Co-create criteria for (re)aligning systems of service and engagement policies and practices with the stated value of this work
- Learn strategies that support and value equitable, transparent, and excellent service and engagement
- Identify barriers and opportunities to transform the culture and practices related to faculty service and engagement
- Disseminate a summary of the summit

# A G E N D A

LEHIGH UNIVERSITY

IACOCCA HALL  
2<sup>ND</sup> FLOOR WOOD DINING ROOM  
GOVERNOR'S SUITE

Designed a program for learning,  
networking, facilitated  
interactions and co-creating

## TUESDAY, NOVEMBER 6

6:00 – 8:00pm Welcome Dinner, Iacocca Tower Room *(optional at registration)*

## WEDNESDAY, NOVEMBER 7

8:00am ..... Registration & Breakfast Open

8:45am ..... Welcome Address

Patrick Farrell, Ph.D., Provost, Lehigh University

9:00am ..... Keynote: **The Meaning and Value of Faculty Service and Engagement in Higher Education**

Freeman A. Hrabowski III, Ph.D., President, University of Maryland Baltimore County

9:45am ..... Networking Break

10:05am ..... (Re)Actions I: Parallel Conversations, by Theme

11:10am ..... Networking Break

11:30am ..... Report out, Lunch & Panel: **Exploring the Faculty Service & Engagement Landscape**

Moderator: William Gaudelli, Ed.D., Dean, College of Education, Lehigh University

• Paula Krebs, Ph.D., Executive Director, Modern Language Association

• Kiernan Matthews, Ed.D., Executive Director & Principal Investigator, The Collaborative on Academic Careers in Higher Education (COACHE), Harvard University

• Harriet Nembhard, Ph.D., School Head Mechanical, Industrial, and Manufacturing Engineering Oregon State University

• Darryl Williams, Ph.D., Senior Vice President, Science and Education, The Franklin Institute

1:10pm ..... Networking Break

1:30pm ..... Strategy Building Workshops

KerryAnn O'Meara, Ph.D., University of Maryland College Park

• The Hallway "Ask" and What it Reveals About How We Work

• Leading Equity-Minded Reform of Academic Workloads

3:40pm ..... Networking Break

4:00pm ..... (Re)Actions II: Parallel Conversations, by Role

5:05pm ..... Networking Reception

Remarks by Donald Outing, Ph.D., Vice President for Equity and Community, Lehigh University

6:00pm ..... Working Dinner

• Synthesize Day 1

• Lightning talks, 5 minutes each

– Rochelle Williams, Ph.D. Association for Women in Science, "Equitable Solutions for all Faculty: Beyond Best Practices"

– Adam Carberry, Ph.D. Arizona State University, "Engineering Faculty Impact Collaborative"

– Cassie Barnhardt, Ph.D., University of Iowa, "Faculty Service: Assessing Expectations, Perceptions, and Performance"

– Karl Voss Ph.D., Bucknell University, "Realizing Faculty Service in Performance Reviews"

## THURSDAY, NOVEMBER 8

7:30am ..... Arrive & Breakfast

8:00am ..... Welcome Day 2

Remarks by Robert Flowers, Deputy Provost for Faculty Affairs, Lehigh University

8:10am ..... Faculty Affairs Perspective: **Service or Engagement**

Beth Mitchneck, Ph.D., Vice Provost for Faculty Success, University of Massachusetts Lowell

8:40am ..... Supporting Excellent Faculty Engagement Culture

• Steven Abel, Associate Provost for Engagement, Purdue University

• Sarah Stanlick, Ph.D., Director Lehigh University Center for Community Engagement

9:40am ..... Transition Break

9:50am ..... (Re)Action III: Parallel Conversations

10:55am ..... Reconvene

11:00am ..... Debrief & Share Community Recommendations, Next Steps

11:45am ..... Appreciations & Concluding Thoughts

Patrick Farrell, Ph.D., Provost, Lehigh University

12:00pm ..... Adjourn, Grab-N-Go Lunch

# What happened during and because of the summit?

~80 participants from 37 institutions

Visit [faculty.service.lehigh.edu](http://faculty.service.lehigh.edu)



“Culture has everything to do with those things we value the most, the incentives that we use to get people to do things, the questions that we ask, the questions we’re not comfortable in asking, the way we go about assessing for evaluating, and, most important, the level of honesty and authenticity [we have] about who we are,” he said. “The reason I say [to] go beyond the culture of faculty service or engagement is it’s not just for the service that’s going on, it’s how does it fit with the bigger picture of the university or the college? What is the culture of that institution? How does what we talk about in terms of service and engagement fit into the overall culture? What is its role when we think about service or engagement?” The goal, Hrabowski said, “really is about transforming the culture of the entire institution of American higher education.”





“Watch your thoughts, they become your words. Watch you words, they become your actions. Watch your actions, they become your habits. Watch your habits, they become your character. Watch your character, it defines your destiny.”-Dr. Hrabowski

# (Re)Action 1: Parallel Conversations

- How are service and engagement defined at your institution?
- What is the climate/attitude about service and engagement at your institution? How are they valued?
- How well do promotion and tenure policies at your organization align with this definition and value?
- Should this be examined? What supports or challenges do you foresee?  
Ex: hiring?
- What do you wish to happen next at your institution to examine these issues?





# Responses to break out 1

- Incomplete, ill defined: recognizes internal & external service- a couple places define engagement/scholarship of engagement different than service
- Some is a time sink; same people always asked, under valued, expects it on paper but doesn't really count;
- Could policies be more flexible and inclusive? Can leadership emerge from service?
- Would like to examine ways to add specificity and or flexibility or promotability within P&T

The background of the slide is an abstract watercolor painting with a mix of warm colors like red, orange, yellow, and brown, and cooler colors like blue and purple. Overlaid on this are several large, semi-transparent white geometric shapes, including triangles and diamonds, which create a layered, modern aesthetic.

# Faculty Service & Engagement Landscape

Moderator: Dr. William Gaudelli, Lehigh University

- Dr. Paula Krebs, Modern Language Association
- Dr. Kiernan Matthews, COACHE Harvard
- Dr. Harriet Nembhard, Oregon State University
- Dr. Darryl Williams, Franklin Institute

# Main ideas from panel

- Social identities impact the work these organizations do in partnership with higher ed. who they reach (museums or science centers), and how they reach them (with engaged scholar model);
- Museums and science centers, etc., are spaces interdependent on the engaged scholar model



- COACHE data can help higher ed understand linkages between some identities and the work environment of our colleges and universities
- Societies are places faculty conduct and lead in service to the discipline; they are also spaces students may form their professional identity
- The demands on faculty, especially from under represented groups to be engaged in outreach can have mixed effects on retention if not balanced and transparent with the individual's institutional context to value the work towards advancement.
- Societies can lead a culture change related to disciplinary norms of service



# **Strategy Building Workshops**

**Dr. KerryAnn O'Meara, University  
Maryland, College Park**



# Main ideas from Workshops

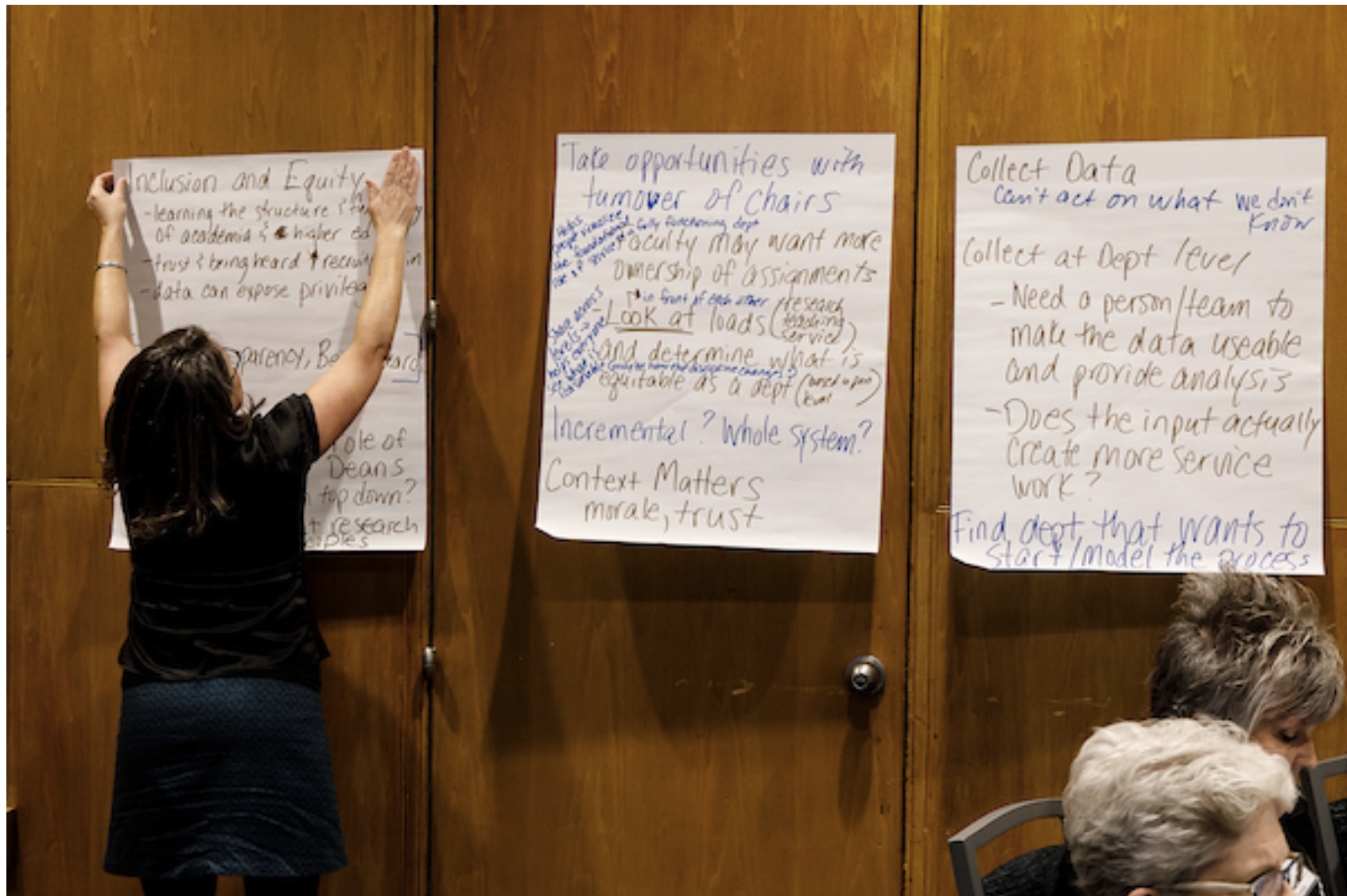
- The Hallway “Ask” & What it Reveals about How We Work
  - Share latest social science research on distribution of labor in academic units & specific ways in which workload becomes unequal—diagnose the process, and consequences for faculty
  - How is work volunteered for, assigned, agreed upon, negotiated, credited, etc. to is the result of a mixture of factors and many of them fall back to the culture of the place- we can alter myths of “choice”
- Leading Equity-Minded Reform of Academic Workloads
  - Concrete steps can be taken to enhance:
    - Transparency
    - Clarity
    - Accountability
    - Recognized differences in contexts (flexibility)
    - Awareness of biases & how to mitigate them
    - Collective commitment to equity
  - Work Equity Audit → Trust
    - Change organizational practice defaults → ex: rotations, fewer committees, smaller committee size, reduce bias, performance benchmarks, acknowledge differences
    - Pilot a few units at a time, consider alternate reward structures, celebrate what is already going well

# (Re)Action 2: By Roles

- What changes do you think should be made (at your institution) around transparent and equitable service/reward systems?
- From the strategies you've learned today, what would be hard or easy to implement and why? What else would you recommend?
- What could you start immediately?
- What would indicate progress to you? What should be measured?
- How would this impact retention?



# Key points from breakout



# Key points from breakout

- Conduct the recommended audits, make as much service transparent (dashboards) as possible
- Harder to implement some kinds of rewards or benchmarks, challenge to make invisible service visible
- Take advantage of chair turnover to make changes
- Likely to support more trust and autonomy in service; and thus retention if colleagues understood the impact others were having relative to service
- Find one or two units to pilot- incremental change





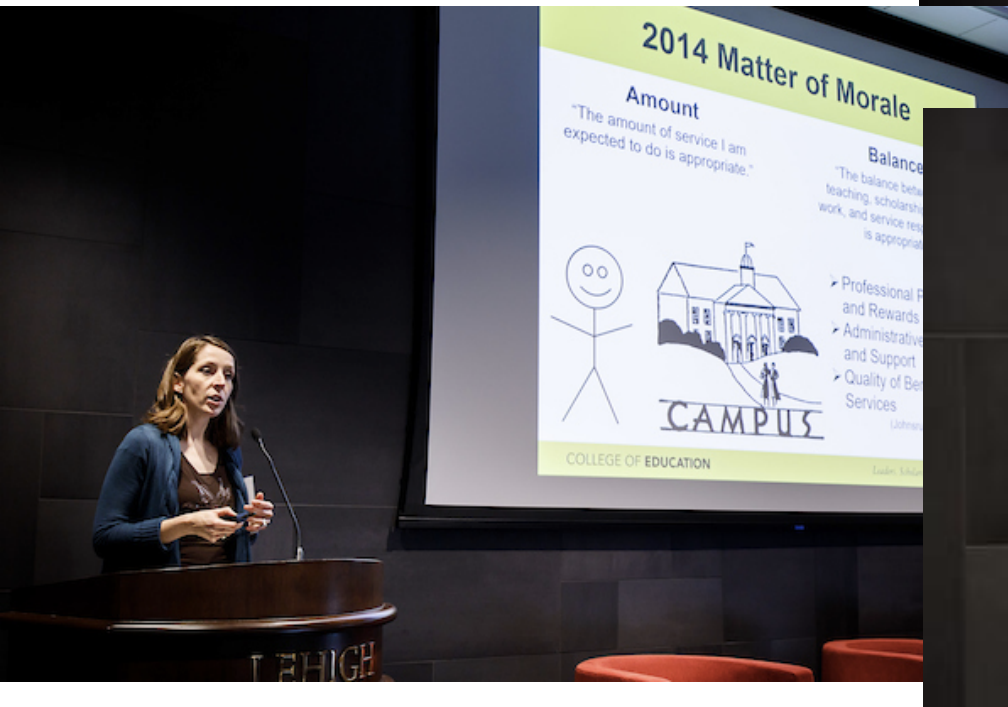
# Lightning Talks

Dr. Rochelle Williams: "Equitable Solutions for all Faculty: Beyond Best Practices"

Dr. Adam Carberry, "Engineering Faculty Impact Collaborative"

Dr. Cassie Barnhardt: "Faculty Service: Assessing Expectations, Perceptions, and Performance"

Dr. Karl Voss "Realizing Faculty Service in Performance Reviews"



The background of the slide is an abstract watercolor painting with a variety of colors including red, orange, yellow, blue, and purple. Overlaid on this are several large, semi-transparent diamond shapes that create a geometric pattern. The text is centered within one of these diamond shapes.

# **Faculty Affairs Perspective: Service or Engagement**

**Dr. Beth Mitchneck, University of Massachusetts, Lowell**

# Reframing the Discourse

- A positive discourse
  - Co-creation and contribution
    - Engaging with students means contributing to student learning (mission centrality)
    - From service to engagement
  - From have to to want to
    - Contribute to the mission
- Engagement as a discourse of individual agency and shared responsibility
  - Everyone does it!

Create and support for:

- Campus Engagement
- Off Campus Engagement
- Faculty empowerment
- Accountability
- Visibility



The background is an abstract watercolor painting with a mix of colors including red, orange, yellow, blue, and purple. A large, semi-transparent white diamond shape is overlaid on the painting, centered behind the text.

# **Supporting Excellent Faculty Engagement Culture**

**Dr. Steve Abel, Purdue University;  
Dr. Sarah Stanlick, Lehigh University**

## Key points in the presentation

- The perception that research and service are at odds, or one exists fundamentally at the sacrifice of the other
- The perception that research done in collaboration with community is a “2<sup>nd</sup> tier”
- The affirmation from colleagues of points 1 and 2; repeating that narrative
- Concern that community-engaged research is a diversion from “rigorous” work
- Gendered assumptions of who does “heart” work
- Forgetting the public purpose of higher education
- Democratic & collaborative not technocratic

- Beyond outreach: understanding how engaged scholarship and community engagement can transform the work in meaning, efficacy, translation, and depth
- Processes and Infrastructure

## PROMOTION AND TENURE CRITERIA

### THE CHANGING LANDSCAPE 2016

#### Demonstrated excellence and scholarly productivity in at least one area

- Documentation of teaching effectiveness
- Documentation of engagement accomplishment required for those with formal responsibilities or appointment

#### Focus on engagement

- Faculty members are eligible for promotion and/or tenure based on the scholarship of engagement
- Scholarship of engagement is distinguished from industrial projects, service work, community volunteer work, or citizenship

**From 2010-2014: 17 individuals** promoted and/or tenured fully or partially on the basis of engagement

Improved understanding on how to document impact of engagement, still a gap remains on how to evaluate that impact → created a guide

**From 2014-2018: 52 Individuals** promoted and/or tenured fully or partially on basis for engagement



# IDENTIFYING A CRITICAL NEED: CENTER FOR COMMUNITY ENGAGEMENT



- 2014: Consultants did an evaluation of Lehigh’s programs – academic, research, and co-curricular – and identified areas of growth = academic/research/scholarship
- 2015: Creation of the Center (Provost’s Stem)
- **Mission:** The Center for Community Engagement (CCE) nurtures university-community partnerships and serves as a central hub to promote and support engaged scholarship, intellectual vibrancy, and active citizenship.
- **Vision:** A central hub for faculty, staff, students, and community partners to be connected and supported in order to conduct community-engaged learning, projects, and research, globally and locally
- Moving from “for” to “with” (more democratic engagement with all stakeholder participation)

## HOW DO WE SUPPORT INNOVATIVE, RE-IMAGINED “ENGAGEMENT”?

| Capacity-Build   | Co-Create   | Connect   | Collaborate   |
|--|---|---|---|
| Workshops and trainings on community-engaged research        | Federal Grant Brainstorming (e.g. NSF Broader Impacts)  | Create pipelines/norms to research with schools (e.g. BASD)   | Partnerships with journals  |
| Guest speaking/Courses/classroom modules                     | Service-learning curriculum creation; critical reflection planning                            | Finding appropriate partners/ Matchmaking   | Can be personnel or co-PI grants within our range of expertise          |
| Annual symposium   | Individual course consultations   | Carnegie Classification   | Co-Presenting/ Connecting faculty with opportunities to present         |
| Representation on committees/working groups                  | Educational and strategic support to signature initiatives, clubs, societies, and departments | Presented extensively at national/international conferences (e.g. IARSLCE, Imagining America, etc.) | research/conferences/ symposia  |
| Apply to appropriate national accreditations (e.g. Carnegie) |   | Hosting mixers and events to connect researchers and community partners                             | Writing letters of support for research projects and grant applications |
| Policy-making/influence                                      |   |   | Civic mentorship  |



# (Re)Action 3: Breakout

- Where is your university on the continuum of supporting equitable and excellent service & engagement?
- What actions do you personally wish to see taken next? By whom?
- What supports do you need:
  - From your institution/organization?
  - From this summit?



Insight from the report out: "so much about faculty service should be reoriented to leveraging the assets and strengths of faculty, and providing growth opportunities, rather than continuing the narrative of it's punitive, an ask, an add-on, or an inconvenience." --attendee

The image features a vibrant, multi-colored watercolor background. The colors include shades of red, orange, yellow, blue, and purple, blended together in a soft, painterly style. Overlaid on this background is a large, semi-transparent white diamond shape. Four white arrows, also semi-transparent, point towards the center of the diamond from the top-left, top-right, bottom-left, and bottom-right corners. In the center of the diamond, the word "Synthesize" is written in a bold, black, sans-serif font.

**Synthesize**

# Summary

- Definitions will help us evaluate service & track on your campus,
- Understand how people find their way to committees? Are election processes equitable? (vs hallway ask)
- challenge is same folks involved/get beyond choir
- Offer observations w/ where we are, remember your strengths
- Invite outside folks to help generate next steps on our next
- Slides to be shared by Lehigh
  - Sharing resources, bibliography
  - Keep relationships after this week
- Performing audits- policies, handbooks & dashboards (reduce committees?)
- Pilot model to leverage /address distrust (data source/types; assessment vs research; admin/faculty)
- Create decision matrix (relates to empower faculty)
- Role of chairs- for themselves, for others- need training/resources/supports→ helps clarify expectations->Chairs keep visible
- What is accountability? Did the person do impactful contribution

# Key Take Aways and Next Steps

- Slides to be shared by Lehigh
  - Sharing resources, bibliography → listserve/group
  - Keep relationships after this week
  - Organization to make co-authors/co-presenters available
- Make a polished presentation and folks attending summit can roadshow in impactful spaces → ASEE deans (ex)
- Taxonomy of service/engagement (landscape of internal & outside facing work)-make visible
- What could be sticks? Instead tailor incentives
- Let the successful/impactful committees survive (social media to show off)
- Develop service impact factor
- 6-12 mo from now what's most helpful to you?
  - Progress report to appear popular press (review article level)
  - Collection of articles to appear? "Service Re-examined"
  - Where do we look for information: listserve, popular press type: IHE, Chronicle etc.
  - Examples of integrated schol/eng-teaching/scholarship & faculty dev: case studies, pivot examples
  - Where else to have this conversation/panel
    - Deans? Disciplines? Provosts already gathered
    - AAC&U; Campus Compact (discussing P&T changes)->
- Commit to talk to 5 other people- CAO included- anchor in something do-able
- Leverage this conf & resources to build capacity and make sustainability
- Do you want to be a research site? Talk to Cassie B.

- **Individual Actions:**

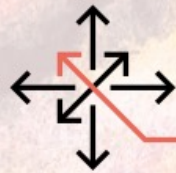
- Share what was learned at the summit with five people on your campus, including senior academic officer
- Participate in future activities related to transforming systems of service-engagement

- **Systemic Actions:**

- Establish locally relevant, operationalized definitions (taxonomy) of service and engagement with clear standards and criteria
- Make service and engagement visible and aligned with organizational goals
- Reduce unnecessary committees and committee memberships to the level necessary to complete the task.
- Implement credit systems (incentives) to support broader distribution of faculty service work tied to policies or practices to facilitate equity
- Try pilot programs and audit practices (leveraging current research and summit resources) to create incremental change
- Develop case studies of integrated scholarship/engagement and integrated teaching/scholarship for faculty development
- Develop a service 'impact factor' for faculty reappointment/promotion similar to what is used in research and teaching evaluation
- Harness professional societies to create disciplinary norms, guidelines, and expectations for valuing service and engagement
- Broadly disseminate best practices and recommendations through publications and convenings of higher education leaders

# What next?

- Browse the website: [faculty.service.lehigh.edu](https://faculty.service.lehigh.edu)
- Read reports of the summit:
  - Lehigh News
  - AWIS Winter 2019
- Join the conversation: Contact Marci Levine, PhD [mjl410@lehigh.edu](mailto:mjl410@lehigh.edu)
  - Case studies
  - Frameworks
  - Dissemination Teams
- Tell us what steps you're taking on your campus



**SUMMIT2018**

**TRANSFORMING THE CULTURE OF FACULTY**

**SERVICE ENGAGEMENT**

**NOVEMBER 6 – 8, 2018**

*#servicesummit2018*



**LEHIGH**  
UNIVERSITY

# Process

- Jan 2017→ Idea
- Spring 2017→ Submit proposal to ADVANCE Workshop
- Oct 2017→ Scoping Poster @ADVANCE Workshop
- Nov/Dec 2017→ Feedback shared at Lehigh: OK- Go!
- Spring 2018→ Internal Team assembled, and External Stakeholders, Graphics
- Summer 2018→ Internal Team meetings, Keynote secured, Workshop secured, Date selected, Save the Dates, Graphics
- Early Fall 2018→ Invitations, Speaker calls (including keynote, panelists, Registration Store, Logistics & Vendors
- November 2018--> Summit
- Winter 2019→ Article in AWIS
- Now:
  - Identifying areas of work to create communities of practice
    - Case studies
    - Frameworks
    - Dissemination Teams
  - Make traction in internal processes
    - Faculty Senate
    - Department Chairs
    - Deans